Dawpool C.E. (Aided) Primary School

DAWPOOL

Behaviour Policy



Vision Statement

'The Dawpool community are united in their ambition to create a school which embodies the person, love and work of Jesus Christ: a school which enables Christian values to flourish and where all children may experience the abundant life that Jesus offers.'

'The Fruit of the Spirit is Love, Joy, Peace, Patience, Kindness, Generosity, Faithfulness, Gentleness and Self-Control'

(Galatians 5: 22-23).

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Overarching Policy Statement

The quality of relationships between all members of school, staff and pupils, and the relationship with parents and carers is the area that is most commonly associated with the ethos of a church school. Underpinning these relationships are our core values:

. . . and the Fruit of the Spirit is Love, Joy, Peace, Patience, Kindness, Generosity, Faithfulness, Gentleness & Self Control. (Galatians 5: 22-23)

Jesus was clear in his instructions: *'Love your neighbour as yourself'* – Matthew 22:39.

We have a series of overlapping networks of relationships, which includes governors, staff, children, parents, church members, and members of the community which the school seeks to serve. Our pastoral work will strive to meet the significant challenge to create and maintain such networks in ways which reflect the Gospel. Those who are in leadership roles, which includes all who have a particular responsibility, ensure that by their personal example they set the highest standards expected.

It is from this premise that Christian love will pervade all aspects of life at Dawpool C.E. (Aided) Primary School. It will influence how we reward and teach discipline. It will affect how we value work and the achievements of pupils and staff. It will be seen in the way in which the school environment is created and cared for, in the way in which the needs of pupils, parents, and community are met, and in the way in which teaching and non-teaching staff work together effectively as a team. Pastoral care pervades all aspects of school life and therefore will be reflected in the way the school is organised and the policy documents are written and implemented.

Vision Statement

'The Dawpool community are united in their ambition to create a school which embodies the person, love and work of Jesus Christ: a school which enables Christian values to flourish and where all children may experience the abundant life that Jesus offers.'

Putting the words into practice

How do we go about creating a school which tries to live up to these high ideals?

The role of the teacher is crucial. Teachers are our single most important asset in creating a Christian caring school.

The school behaviour policy starts here with the teachers being honest. We are all people who have good days and bad days and our aim is to work alongside the children in an atmosphere of calm and enjoyment. A good analogy might be the idea of the child being a traveller and the teacher being a guide through the journey of education.

Whichever model the teacher feels comfortable with, the truth is that we, as teachers, have an immense effect on our pupils. "My teacher says....." is a usual comment at home, and the teacher's values are a major building block in the development of children. We can all look back to our own educational process to confirm this fact.

"I've come to a frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized."

Haim G Ginnot

How then do we begin to create something new, something lasting and something special for our children?

This is the simple policy for our school:

- Be yourself - and rejoice in all your strengths and weaknesses. The children see teachers as a role model and learn far more from them in an informal way

than they ever realise. Our governors' overriding factor in appointing staff is that they should be optimistic, caring people, with a love of life and an eye on what could be.

- Treat the children as if they are your own. We are just as concerned about children's development as their parents.

- The academic curriculum is important, but so is saying "No" to strangers, healthy eating, looking after your body, making friends, learning to share, dealing with bullies, working for fairness, humility, living in a multicultural society etc. - the list is endless!

- Use the school's values to create a classroom atmosphere. Think about the way in which children grow and develop. Be aware that many of our children have a different set of values which are based on their own family background. Things in our world are rarely "black and white". As Christians we must be constantly aware of the diversity of God's creation.

- Behaviour in the school starts with the teachers. If they are understanding, full of fun, optimistic and caring, then this is the role model taken by the children.

- The behaviour of all the children in the school is the responsibility of all the teachers. Someone else's class is just as important as your own. Do not feel that you cannot correct a child because they are not in your class or area. We all work together with all of our children.

- The way in which teachers treat each other and the way in which we treat other members of the school community is crucial. All members of staff and parents are important pieces of the jigsaw.

- If the teachers adopt this policy, then the children will follow. They should be guided along a road which will lead them to maturity and self discipline and allow them to have a socially aware view of the world and their place in it.

Pastoral Care & Discipline

Pastoral Care

Teachers share with parents the responsibility for the children. We try in school to provide the care which any responsible parent would be expected to give. We regulate the life of the school to ensure as far as possible a civilising influence; taking courtesy, respect for others, respect for property as our main criteria. In general, the rules of common sense apply and a sturdy sensible independence is encouraged.

General points such as sensible movement around the school and general behaviour in the teaching and dining areas are obvious and will be explained, with reasons, to the children as part of school life. We value close co-operation between home and school and the support of parents is essential. Every child experiences some difficulties at school from time to time. Sometimes these difficulties are related to friendships, issues in the classroom or maybe problems at home. Obviously, all parents are concerned when problems arise but close co- operation between home and school can keep them to a minimum or prevent them from being blown out of all proportion.

Discipline

Should problems concerning disruptive behaviour arise, then the teacher concerned will decide how best to deal with the problem and bring about an acceptable conclusion. More serious matters will be brought to the attention of the head teacher and depending on their frequency, nature or severity, parents may be informed.

Correcting children

There are many ways available to create a classroom atmosphere where children can be helped to grow emotionally and socially and have positive behaviour encouraged, and poor behaviour discouraged. Some of the ways we do this are:

In F1, F2 and Y1, the staff feel an instant reward for good work or behaviour, such as a stamp or a sticker, is appropriate.

From Y2 to Y6 a superstar is awarded for good behaviour and/or exceptionally good work. The children collect superstars to work towards bronze, silver and gold certificates. Children achieving all of the above can work towards the Headteacher's award.

In addition, we have ongoing strategies to raise self-esteem:

- Teachers congratulate and praise children for effort and achievement.
- Each week a 'Learning Hero' certificate is awarded to a child in each class in recognition of demonstrating the school's 'Learning Powers.'
- Each week a 'Fruit of the Spirit' certificate is awarded to a child in each class in recognition of demonstrating the school's core values.
- Pupils who have achieved weekly certificates have their names published in the weekly 'Dawpool News'
- A celebration assesmbly takes place every Friday to acknowledge weekly achievements.
- In July, two children are chosen from each class to receive the teacher's special award for the year.
- The school acknowledges all the efforts and achievements of children, both in and out of school. There are regular reports of activities in the weekly Dawpool News. The 'Special Mentions' book is on display in the school's reception area and celebrates achievements out of school, for example, music, chess or swimming gala successes.

Children who display particular difficulties will be discussed with the SENCO and with parents. Support plans can be a valuable way to plan an approach to modifying a child's behaviour. Assistance and expertise is available throughout the staff and, in extreme cases, through the Educational Psychology Service & Educational Social Welfare and Attendance Services. Colleagues will always lend a sympathetic ear to members of staff experiencing difficulties with children's behaviour.

Some important things to remember:

DO	DON'T
Be positive - always try to look for good. Be calm yourself.	Accept anything you are uncomfortable with.
Show a Christian attitude to the children.	Let anything distract you from the importance of good class control and atmosphere.
Have high expectations of the children.	Allow details to pass you by. Probably the most important element in class discipline is having the correct system and an eye for detail.
Be consistent.	Be inconsistent and allow poor behaviour to go unchallenged.
Take time to get to know the children and their families.	
Be concerned about the 'whole child'. Speech, manners, attitude etc.	

Sanctions

Corporal punishment has been abolished in state and 'aided' schools. Corporal punishment means the intentional application of force as punishment. This is not consistent with our mission statement.

Teachers and other staff however may have to intervene physically, often on the spur of the moment to avert an immediate danger. They should do this with confidence and

use reasonable and moderate intervention, as would be done by any caring parent. Teachers should never put themselves at risk.

Physical restraint will only be used to prevent a child hurting themselves, other children or adults or school property.

The use of appropriate sanctions when dealing with children is part of the professionalism of teachers and a necessary tool to have at your fingertips. Sanctions are an everyday part of teaching, and yet the choice of such sanctions should be in line with the school's general philosophy and aims.

To ensure that sanctions are applied consistently, the coloured zone system should be applied.

Red	Orange	Yellow
• Bullying • Racism • Swearing • Biting • Fighting • Showing private parts of our body • Continuous disobedience (including a recurrence of Yellow or Orange zones)	• Cheating • Lying • Disrespectful to an adult • Being rude to another child • Rough play • Damaging other people's belongings • Damaging school property • Not respecting other people's privacy (reading thoughts books, invading personal spaces, telling private things to others) • Deliberately hurting a child through words or actions or excluding them from a group. • Poor behaviour in the lunch hall • Not seeking permission – using spaces without supervision	• Talking whilst an adult or class mate is speaking. • Poor sportsmanship • Not being a good role model when moving around the school building (running, shouting, not lining up) • Leaving the work space untidy • Distracting behaviour • Not looking after our environment (dropping litter/spillages/outdoor spaces) • Being insensitive to other children's needs (laughing /mocking others) • Being unkind (bossy, not sharing)

Consequence	**Consequence**	**Consequence**
• Discuss behaviour with staff member • Agree consequence with member of SLT • Parent informed • Restorative action by the child	• Discuss behaviour with staff member. • One playtime to be missed. • Restorative action by the child.	• Discuss behaviour with staff member • Deduct time from play F2, Y1, Y2 3 minutes Y3, 4, 5, 6 5 minutes • Restorative action by child
MDA Consequence	**MDA Consequence**	**MDA Consequence**
• Escort child to SLT member immediately.	• Deduct time from lunchtime • Class teacher informed • Afternoon playtime missed.	• Deduct time from lunchtime F2, Y1, Y2 3 minutes Y3, 4, 5, 6 5 minutes

Parents will be contacted immediately in response to red zone behaviours. Following yellow or orange zone behaviours, pupils will be given every opportunity to respond to the situation and resolve matters with our guidance and support. If behaviours persist following this intervention, parents will be contacted.

Official exclusion from school is a very rare occurrence which would be discussed with staff and chair of governors before taking place. This has only ever been used if other children and staff at the school are at risk.

This policy is intended to be a balanced and sensitive document, taking into account the ethos of our school, as well as having regard to the practical difficulties of a teacher's role in today's society.

We hope that our staff as a whole is supportive and that our school discipline is consistent, from Office Staff to MDAs, from caretaker to teachers. In this way we hope to put forward a set of values and beliefs which are consistent with our mission statement and enable both teachers and children to thrive in the school setting.