

# Behaviour and Discipline Policy



- Amendments to policy: September 2020
  - Policy effective from: September 2020
  - Review date: September 2021
  - Executive Committee
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## Rationale

Bosley St Mary's Primary School has a positive atmosphere based upon a sense of community and shared Christian values and ethos.

We wish to provide a school environment that is safe and stimulating for the children in our care. In order to ensure that this is so, we have introduced a policy with set procedures to create a calm, secure and happy working environment for all.

We have a Home-School Agreement that sets out, in general terms, how we expect our community to behave. It is agreed by the school, parents and children at the beginning of each school year. All pupils are expected to behave according to the guidelines set out in the agreement.

Our Home-School Agreement underpins a positive approach to behaviour and discipline which is relevant for everybody in our school.

## AIMS

- To follow our Behaviour Policy, supported and followed by the whole school community - parents, teachers, children and governors - based on a sense of community and shared values.
- To foster a caring, family atmosphere, in which teaching and learning can take place in a safe and happy environment.
- Through the school curriculum, to teach moral values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, self-discipline, self-respect and respect for other people and property).
- To reinforce good behaviour, by providing a range of rewards for children of all ages and abilities, rather than simply to punish bad behaviour.
- To make clear to children the distinction between minor misdemeanours and serious misbehaviour and the sanctions that will follow any misbehaviour.
- To resolve behavioural problems in a caring and sympathetic manner as they occur, in the expectation of achieving an improvement in behaviour.

- To comply with the Equality Act to promote a diverse, embracing and inclusive school environment alongside dealing with any related behaviour incidents.

### **School Rules**

1. Respect everybody and everything in our School.
2. Be the best you can be.
3. Be honest with yourself and others.
4. Support one another.

This has been formulated by the Staff and children with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning. Additional information in the Home-School Agreement Booklet supports the code.

In class, each teacher can discuss how to make the classroom a fair and safe place for all. Each class follows the 'School Rules' ensuring continuity throughout the whole school. The rules will be displayed prominently in the classroom. Specific rules for a particular area may be developed - e.g. role-play area, art and craft, computers etc.

We have very high expectations for behaviour and expect our Golden Rules to be followed by all children.

### **Expectations in School**

1. Everyone will act with courtesy and consideration to others at all times.
2. Always try to understand other people's points of view.
3. Move carefully and quietly about school... Do not run.
4. Always speak politely to everyone without interrupting. There is no excuse for rudeness or disrespect.

**We strongly disapprove when children are disrespectful towards their teachers and mid-day supervisors.**

5. Help to keep the school clean and tidy.
6. No pupil is allowed to leave the school premises during school hours unless accompanied by an adult - children need to be signed in or out via the reception desk

7. Chewing gum must not be brought to school.
8. Pupils must not play in the corridor, the cloakrooms, nor in or around the toilets.
9. No pupil is allowed to bring a mobile phone to school unless arranged with the class teacher. The phone will be kept in the office until the end of the day.

### **Teaching and Learning**

The use of inspiring and motivating teaching methods and the full involvement of all pupils are important ingredients of a successful policy on school discipline.

The quality of the teaching and learning in each lesson and each classroom also has direct effects on behaviour. Lively and stimulating teaching is almost always associated with good behaviour. When pupils are given an environment which arouses their curiosity and interest, when the work is well matched to their abilities, and when they are involved in worthwhile activities and encouraged to take some responsibility for their own learning, they respond positively. Attractive and interesting wall displays of pupils' work help to foster a sense of 'value' and 'belonging'.

Kagan Cooperative Learning and Active Engagement Strategies are used by all teachers to engage pupils and promote cooperation, team building and positive behaviour management strategies.

Good practice in the assessment of pupils' work can also have positive effects on the motivation of pupils and hence on their behaviour. Careful, supportive marking of written work, with an explanation of what needs to be done to achieve improvements, carries a clear message for pupils that their efforts are valued and that their progress matters. Pupils should be involved in self assessment as well as peer assessment.

Boredom, lack of understanding and lack of progress are major reasons why some pupils misbehave.

The opportunity for pupils to attend organised activities outside lesson time has a positive influence towards good discipline, school ethos and pupil/teacher relationships.

### **Incentive Scheme**

A major aim of this policy is to encourage pupils to exhibit good behaviour. This is reinforced with a system of praise and reward for all children.

The scheme at Bosley St Mary's CE Primary School is based on a range of differentiated systems, through which children can be rewarded for academic or non-academic achievements; for effort, for being caring and for all aspects of good work and behaviour.

These include:

- ✓ 'Golden Time' session for all the children each week - 25 minutes of free-choice activities organised by teaching staff
- ✓ Stickers for learning and behaviour
- ✓ Sticker/stamp on their work
- ✓ Team points for learning and behaviour
- ✓ Reading pompom for reading 3 times per week at home
- ✓ Headteacher's certificates awarded in Assembly
- ✓ Annual Awards e.g. trophies/ shields for good work, progress and achievements
- ✓ Notes sent home in the child's contact book
- ✓ Lunch-time stickers (awarded by Midday Assistants)
- ✓ Responsibility role such as play leader, monitor

Most children respond to a positive approach where their efforts are acknowledged and make considerable efforts to improve their work and, when necessary, their behaviour.

### **Team Points**

These are given to children for behaviour, attitude and work. Team points will be shared weekly in an assembly. Every week the points for each team are added together. A non-uniform day is given to the winning team in the last week of the half term. If a child receives 5 team points they will be given a raffle ticket for a weekly draw.

**Golden Time This I will review with children: either every week or pm session per half-term**

Golden time takes place every Friday. We expect good behaviour and assume pupils will have Golden Time every week, so at the start of the week they have 25mins of time. If a pupil loses some Golden Time their name will be moved to the 20 minute section and then onto 15mins and so on. Before a pupil receives a yellow card certain steps MUST be followed.

- A 'teacher' look of warning.
- A verbal warning (younger pupils may benefit from visually seeing the yellow card in front of them with the understanding that they can earn it back at this stage)
- If the behaviour still persists then the yellow card is placed on the 'Good to be Green' wall and their name moved to 20 mins. It must be made clear why they have lost some of their Golden Time. The yellow card should be removed at the end of the session/lesson to allow for a fresh start.
- On Friday, any child who has lost Golden Time should spend time with the Head or member of SLT. Every child should go with a post it note saying how much time they have lost.

Written posters are in all classrooms and visual reminders about the yellow card process are on display in all classrooms. Staff should refer regularly to these so pupils are secure with the behaviour process.

### **Sanctions**

There will be times when children behave unacceptably. Children need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up. A Behaviour Policy should state these boundaries clearly and firmly. The following process sets out clearly what the school agrees are appropriate sanctions to secure effective behaviour.

All staff will:

- ensure that good behaviour is seen as a priority - learning will not happen without it
- take an active involvement in securing appropriate pupil behaviour
- set a good personal example
- hold a circle time in class each week

- never threaten a sanction that you cannot or do not intend to carry out.
- display class rules and reinforce them regularly
- give praise and reward positive behaviour
- staff record the names of children who have been given a Yellow or Red Card, and these cards are on display in the classroom.  
*(Names recorded on a Yellow card are removed at the end of a session. Red card names stay for the rest of the day and are noted on SIMS.)*
- Ensure that serious concerns or incidents are always taken to the Headteacher.

### **Routines**

Routine procedures are important organisational structures that provide for good order and help to promote good conduct. Children understand them and feel secure within their framework.

We need procedures for:-

- coming in, or going out from class
- movement at the end of assembly
- using the cloakrooms
- Registration
- Movement through the corridors
- moving around the classroom
- entering the school hall for lunch
- eating arrangements
- returning to the playground after dinner
- using/sharing pencils, crayons, paints etc.
- attracting the teacher's attention
- going to the toilet
- pupils who finish their work
- wet playtimes
- snack
- tidying up
- who does what and when

### **Unacceptable behaviour**

Unacceptable behaviour can obviously vary in seriousness. Staff in Foundation Stage, KS1 and KS2 should use the following guidelines in this policy to help them to decide upon their reactions and responses. In the event of any unacceptable

behaviour, the adult dealing with it should always talk through with the child how they could have managed their behaviour better.

The level of sanctions are as follows:

- A ‘teacher’ look of warning.
- A verbal warning (younger pupils may benefit from visually seeing the yellow card in front of them with the understanding that they can earn it back at this stage)
- If the behaviour still persists then the yellow card is placed on the ‘Good to be Green’ wall and their name moved to 20 mins. It must be made clear why they have lost some of their Golden Time. The yellow card should be removed at the end of the session/lesson to allow for a fresh start.
- On Friday, any child who has lost Golden Time should spend time with the Head or member of SLT. Every child should go with a post it note saying how much time they have lost.

Written posters are in all classrooms and visual reminders about the yellow card process are on display in all classrooms. Staff should refer regularly to these so pupils are secure with the behaviour process.

For children on the SEND register:

Children on the SEND register who have behavioural difficulties may have an alternative Behaviour Plan. This will be drawn up through discussion with parents, the child, class teacher and SENCO and targets may be recorded on an I.B.P (Individual Behaviour Plan) or EHCP if appropriate. In these situations the school will make appropriate and bespoke adjustments in accordance with the SEND Information Report.

### **Guidelines for managing unacceptable behaviour**

Unacceptable behaviour has been “graded” according to the seriousness of the action: verbal warning, Yellow Card, Red Card and serious incidents.

<b>VERBAL WARNING</b>		
<b>Behaviour Exhibited</b>	<b>How should the behaviour be recorded?</b>	<b>Action</b>

Minor misdemeanour by children who are acting out of character e.g. <ul style="list-style-type: none"> <li>• Accident/contact caused by clumsy behaviour</li> <li>• dropping litter around school grounds</li> <li>• failure to stay on task in class</li> <li>• shouting out</li> </ul>	No behaviour written record of the incident is made.  Any medical/accident records are kept in line with our Medical Policy	<b>Give verbal warning</b>
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YELLOW CARD		
Behaviour Exhibited	How should the behaviour be recorded?	Action
Children who repeat misdemeanours e.g.: <ul style="list-style-type: none"> <li>• being unkind to other children</li> <li>• isolating a child/not letting them join in with games</li> <li>• name calling</li> <li>• disruptive behaviour</li> <li>• lack of respect to school property</li> <li>• not following instructions</li> </ul>	Record child's name on Yellow Card in classroom. Name stays on for rest of that day; no permanent written record of the incident is made	Give Yellow Card  Child has to talk about their behaviour with a teacher/teaching assistant at end of session  Lose 5 minutes of Golden time

Yellow cards cannot be rescinded.

If a child has received three Yellow Cards in one day they will then be given a Red Card and their name will be recorded in the School Behaviour Book.

RED CARD (Parents informed via Letter/Note/Contact Book/Planner/Face to face)		
Behaviour Exhibited	How should the behaviour be recorded?	Action
Persistent misdemeanours eg: <ul style="list-style-type: none"> <li>• persistent name calling/ bad language including swearing</li> <li>• physically hurting</li> </ul>	Parents informed if a red card is given  Class teacher makes a note of Red Cards to inform Head	Give immediate <b>Red Card</b>  Child misses 10 minutes of Golden Time that week (Year 1 to 6) Reception

<p>another child and/or forcibly pushing</p> <ul style="list-style-type: none"> <li>damaging other children's possessions or school property</li> <li>persistent disruption in class where the child deliberately disrupts other children's learning</li> <li>lack of respect to adults in school</li> </ul>	teacher	immediate Time Out within their class setting.
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**SERIOUS INCIDENTS OF UNACCEPTABLE BEHAVIOUR**

Behaviour Exhibited	How should the behaviour be recorded?	Action
<ul style="list-style-type: none"> <li>Stealing</li> <li>Repeated disrespect/ abuse towards staff, including swearing</li> <li>Fighting</li> <li>Leading a group in persistent emotional abuse towards another child</li> <li>Non -inclusive personally offensive remarks</li> <li>Vandalism</li> <li>Repeated Red Cards have been given over a short period of time.</li> <li>Leaving the school site without permission (severe Health &amp; Safety risk)</li> </ul>	<p>Class teacher informs the Headteacher <u>immediately</u> of any incident which is judged to be of a serious nature.</p> <p>Dated detail of the incident and names of children involved will be recorded by the Headteacher.</p> <p>Agreements reached with parents will be recorded in the Head teacher's Behaviour Book.</p>	<p><b>Total loss of Golden Time that week</b></p> <p>Parents informed by the Headteacher of the incident by telephone or letter.</p> <p>Parents may be asked to come into school for a meeting with HT and class teacher.</p> <p>[Other actions may be taken depending on severity of behaviour. This may ultimately be a fixed term or permanent exclusion in extreme cases.]</p>

**Fixed Term or Permanent Exclusions**

Exceptionally, exclusion may follow one very serious first offence which threatens the education or welfare of others.

If a child is excluded parents must be informed immediately, in writing, of the reasons why their child has been excluded. The letter must also inform them of their right of appeal and a copy of the Local Authority guidance must be attached to the letter.

### Exclusion Process

- The Headteacher is the only member of staff who can carry out a fixed term exclusion.
- Exclusions can be for a fixed period i.e. a number of days or lunch times
- Fixed term exclusions cannot exceed 45 days.

### **Children can be excluded from school when:**

1. There has been a serious breach of the school's discipline policy
2. Other disciplinary sanctions have already been tried and poor behaviour has still continued
3. Allowing the pupil to remain in school would seriously harm the education or welfare of others in school.

**Parents have the right to appeal to the governors pupil discipline committee within five school days.**

### Inappropriate Sanctions

**Corporal Punishment is illegal.**

Detention outside normal school hours is not used.

General or arbitrary use of the curriculum as a punishment, for example extra mathematics, is not appropriate.

Exclusion from a curriculum activity including P.E., swimming and educational visits is not appropriate unless on the grounds of safety or potential disruption to the good order of the group.

It is not appropriate to stand a child out where they are not near to, and under the supervision of, a member of staff.

It is not appropriate to punish the whole group because of inappropriate behaviour by a few individuals. Such action is likely to create resentment and may invoke an inappropriate group response. Sanctions against the whole group or class should only be imposed when the inappropriate behaviour relates to the whole class.

### **Physical Control and Restraint**

(refer to Code of Conduct document and DfE regulations )

Corporal punishment may not be authorised under any circumstances.

Physical control of a pupil may only be exercised in order:-

- \* to prevent harm to the pupil or to others.
- \* to prevent serious damage to property.
- \* to exclude a pupil from a classroom or other part of school to which the pupil has been forbidden access for safety reasons, in case of fire for example.

It should never be used as a sanction, or to humiliate the child in front of other children or adults.

All staff should strive to avoid the need for physical control by foresight and diversion. If it should be necessary to employ physical restraint, then only the minimum force required to ensure control should be used. Care should be taken to preserve as much of the child's self respect as possible and to encourage the child to regain self-control.

The physical removal of a pupil from one place to another in order to end a conflict situation or to facilitate resolution of a difficulty may be acceptable, provided that this can be accomplished without risk of injury to the pupil and that the method of removal itself does not constitute a sanction.

At Bosley St Mary's CE Primary School we have adopted the following DFE 2012 guidance to heads and governors. This guidance advises that:

“School staff can search pupils with their consent for any item. Head teachers and staff authorised by the head teacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has a “prohibited item”. Prohibited items are: knives and weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; pornographic images; any article that has been or is likely to be used to commit an offence, cause personal injury or

damage to property; any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Use of reasonable force: All school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom. Head teachers and staff authorised by the head teacher can use such force as is reasonable when searching a pupil without consent for prohibited items except where the search is for an item banned by the school rules.

Allegations of abuse against staff: Allegations of abuse must be taken seriously, but schools should ensure they deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort must be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension must not be used as an automatic response when an allegation has been reported.” (Ensuring good behaviour in schools 2012)

At Bosley St Mary’s CE Primary School appropriate disciplinary action will be taken against pupils who are found to have made malicious accusations against school staff.

We pride ourselves on providing a safe learning environment for our pupils.

Sometimes, some of our children may get anxious or agitated - we will do our best to help pupils to calm down using communication skills, distraction techniques and removing triggers where possible.

However, there may be times when children need more help to calm down - this may require staff physical support to ensure the pupil’s own safety, the safety of other pupils and staff, or that property is not seriously damaged. This can require physical interventions. All incidents where children need to be held to help them to calm down are recorded in school and parents are informed as a matter of course. Children who are likely to need help in this way will have an individual Behaviour Management Plan that will be discussed with parents/carers and consistently followed by all school staff. We will also ask parents to share this information with other people/agencies supporting your son/daughter.

### **Restriction of Liberty**

The physical restriction of a pupil’s liberty is a serious step, and must not form part of the sanctions policy of any educational establishment. This includes locking a pupil in any room or part of the school premises with the intention of preventing the pupil leaving, whether or not there are responsible adults present.

### **Pupil self-esteem**

All staff should be aware of the dangers inherent in any method of control which carries a risk of humiliating a pupil in front of his/her peers, or making a pupil feel isolated from the support of peers or staff. It is also important that staff are able to recognise when an incident is finished in order to avoid over-reinforcing a sanction or demonstration of disapproval. Over reinforcement is likely to leave the pupil with lowered self-esteem and a feeling of injustice, and to lead to further discipline problems.

### **Consistency and Flexibility**

While a consistent 'whole school' approach to managing behaviour is the desired aim there will be a need for a degree of flexibility in the application of rewards and sanctions. Hence some of the rewards and sanctions practised at Bosley St Mary's CE Primary School are unique to the age of the child e.g. rewards and consequences may be slightly different for children in EYFS or with SEND.

### **Variety of responses to misbehaviour**

The issue of individual judgement is particularly important in selecting a response to misbehaviour. When it appears that a pupil is looking for a response or reaction, ignoring the behaviour can sometimes be effective, particularly if this is operated in conjunction with praise and other positive strategies. Clearly, however, this is not appropriate either if the behaviour poses risks to other people or property, or if there is reason to believe that the behaviour will be escalated in order to produce a response. On the other hand, making it clear that the behaviour has been noticed may be sufficient to encourage the pupil to exercise self-control. This can be registered in a number of ways:-

- \* by non-verbal communication, e.g., a smile, nod, shrug or raised eyebrows can communicate approval or disapproval.
- \* by giving the pupil an adult's full attention for a while.
- \* by verbal appeal, varying from a quiet request to a sharp command. The effectiveness of a direct challenge in a loud voice should not be underestimated, but it should not be necessary to follow this through in every instance.
- \* by moving closer. This will often be seen by the pupil as an assertion of authority, but discretion should be exercised as in a tense situation it may be seen as a threatening gesture. The demeanour and body language of the member of staff is crucial.

### **Peer Pressure**

The use of peer pressure as a means of controlling behaviour must be entered into with care, otherwise moral pressure can degenerate into resentment-led bullying. In general it is better to avoid artificial stimulation of group pressure as a means of control.

### **Proactive staff involvement**

Outside the classroom difficult situations are less likely to arise if staff are proactive in engaging pupils' interest rather than simply supervising activities. For this reason supervisory staff should have access to materials and training which will enable them to undertake this role adequately. Here again the issue of judgement and balance is important:-

- \* encouraging too much excitement can lead to over stimulation, while too passive an approach can leave the pupils feeling bored and uncommitted.

### **Methods of distraction**

When a difficult situation is developing, the use of distraction can be effective in diffusing anger, tension or excitement. This can be achieved in a variety of ways:-

- \* by breaking the pupil's eye contact by moving away, or by moving between two pupils either in an obvious way or on some apparently unconnected errand.
- \* by providing a competing focus for attention by movement, sound or both. Calling a pupil's name can be effective provided that the adult is able to follow through when the child answers.
- \* by providing an alternative activity.
- \* by using humour. This can be very effective, but requires sensitivity and good timing, and, if misjudged, can aggravate the situation.

### **Responding to frustration**

Misbehaviour can sometimes arise out of a pupil's frustration and inability to cope with the immediate situation. It may be helpful to talk through the situation and help the pupil understand it or sympathetically acknowledge the frustration and powerlessness which the pupil is experiencing. Pupils may need support e.g. special needs, differentiation of work, peer 'buddy'.

### **Change of environment**

A change of environment may assist in defusing a difficult situation. This can be achieved by:-

- \* by removing personnel. This may be the pupil/pupils at the focus of the problem or other pupils/adults. Either way, the style of removal is important and the situation will require care, sensitivity and tact.

- \* by adding personnel. While this is clearly appropriate when the situation is moving from the control of those present, care should be exercised not to escalate confrontation or attach undue significance to the power of the pupil's challenge.
- \* by changing the task where this is the focus of the problem.
- \* by changing the venue.

### **Bullying**

Bullying takes many forms. It can be short term, or long term. Bullying can be PHYSICAL or VERBAL, or even just a look. It can be SILENT or subtle intimidation. It is not always easy to recognise but an open, agreed definition of bullying is crucial.

**DEFINITION:** Bullying is the wilful, conscious desire to hurt, threaten, frighten or intimidate, someone else.

To do this, the bully must exert some sort of power over the victim, a power not always recognisable to adults. If parents teach their children to stand up for themselves, they may also be teaching them to get their retaliation in first. This immediately brings the values of school and home into conflict. For further information please see the school Anti-Bullying Policy.

### **Violent and Aggressive behaviour**

Any incident which involves violence or where a serious threat of violence is perceived should be recorded and subsequently discussed in order that appropriate conclusions may be drawn. Consideration should be given to alternative strategies that could have been employed to avert the situation. Parents should immediately be informed if any violent or aggressive behaviour has been exhibited by any pupil.

Staff should be aware of the influence of their own body language and the interpretation of other people's body language in the process of violent incidents. This will involve an appreciation of the pupil's cultural background as well as techniques for reducing aggression. Face to face confrontation and physically cornering a pupil are often unhelpful and actually increase the potential for violence.

### **Closed doors**

Where a pupil is removed to another room as a control measure, staff should be aware of the risks inherent in closing the door, even when there is more than one adult present. While recognising that there may be occasions when it is necessary to ensure the pupil's privacy, staff should always take into account the fact that closing a door may be misconstrued or misrepresented and should be avoided if at all possible - this is keep both you and the child safe.

## **Reflection**

After any serious incident the pupil should be offered an opportunity to think through and discuss how it arose. If the pupil wishes to discuss the issue with a member of staff, expressions of disapproval and sanctions should be deferred until this has taken place, since a positive outcome may render them redundant.

## **Mediation**

The pupil who has been bullied/hurt should be offered an opportunity to tell the person responsible how they feel, in the presence of a teacher or peer support, and to discuss how the incident arose.

## **Behaviour Log**

A written record is kept of persistent misbehaviour and serious incidents of misconduct. Information recorded includes the date, names of people involved, an account of the incident and details of any advice given or sanctions imposed. This record provides factual, objective and accurate information which may be needed for referral at a later date. We record information as soon as possible, on the pupil server file or SIMS (If a red card has been given), while it is still fresh in our mind as relying on memory alone when describing a pupil's pattern of behaviour is open to question.

These records are confidential and this must be respected. The following points should be kept in mind:-

- \* Relevant information relating to a particular pupil may be referred to and read by those entitled to do so, i.e. the pupil's parents, the Educational Psychologist etc.
- \* Information relating to other pupils should be excluded and the relevant extracts photocopied for entitled readers only.
- \* Beware of applied psychology and interpretation. Be factual and use plain English. Be positive, honest and unbiased.
- \* Distinguish clearly between;
  - i) personal observations and experience
  - ii) information repeated to you
  - iii) information overheard or acquired generally
- \* Quote actual words used if necessary.
- \* Keep relevant evidence.
- \* Photograph serious damage.

## **Reporting Procedures**

All serious incidents of misconduct should be reported to the Headteacher or senior member of staff as soon as possible and be recorded. If a pupil should

become repeatedly involved in serious incidents of misconduct then involvement of external support agencies will be sought.

The following action may be taken when dealing with pupils whose behaviour is considered to be particularly disruptive or unacceptable. These procedures will only be initiated after normal sanctions have failed to improve the situation, and after parents have already been fully involved and informed about their child's behaviour.

### **Lunchtime Supervision**

At lunchtime, supervision is carried out by a small team of Midday Assistants who report incidents of unacceptable behaviour directly to the class teacher. The Midday Assistants secure effective behaviour by working to the policies outlined in this document. They use an agreed procedure for dealing with incidents which includes:

- Reminding children to do the “right thing” in line with the School Rules
- Modelling effective behaviour themselves
- Providing time to listen to disputes
- Being unbiased in their decision making regarding an incident and listening carefully to ‘both sides of the story’.

The children should treat the Midday Assistants with the respect due to all adults at Bosley St Mary’s CE Primary School. Verbal, racial or physical abuse is not tolerated and constitutes a serious misdemeanour, which must be reported immediately.

When serious misbehaviour or repeated disobedience at lunchtime is brought to the attention of the Headteacher it will result in immediate action taken. Parents will be informed of any serious behaviour incidents and, if there is no improvement, the child will be excluded from the premises at lunchtime for an agreed fixed term. This will be followed, if necessary, by permanent exclusion.

For children who are registered on the SEND register - Midday Assistants ‘give brief outline’ of offence to the class teacher who will then decide on a suitable outcome or sanction.

### **Parents**

Parents can help by recognising that an effective School Behaviour Policy requires close co-operation between parents, school staff and children. Close co-operation with parents is important and every possible effort should be made to encourage their support and understanding. Inviting parents into school for consultation evenings, to help in class and for special events, all help to develop the partnership with parents and make acceptance of a combined responsibility more likely. We try to celebrate achievements with parents.

Parents should discuss the school rules with their child, emphasising that they support the rules. The Home School Agreement endorses our school rules and provides additional information for parents. Parents will be asked to sign the Home-School Agreement to indicate that they have read the policy and they agree to help their child/ren abide by the procedures indicated in this policy. The Behaviour and Discipline Policy is available on the school website and paper copies can be requested.

### **Monitoring of the policy**

This policy was originally drawn up by a working party consisting of Headteacher, Teachers, Teaching Assistants, Midday Assistant, Governors and Parents. Its effectiveness will be monitored by Governors every two years and will be updated where appropriate. All parents, staff and governors will have access to the policy via the school website and will be asked to sign an acceptance slip to demonstrate their support of the policy.

### **Sources/Resources:**

There are many on-line resources including:

Childline  
Freephone 08001111  
[www.childline.org.uk](http://www.childline.org.uk)

Kidscape  
[www.kidscape.org.uk](http://www.kidscape.org.uk)

Bullying On Line  
[www.bullying.co.uk](http://www.bullying.co.uk)

NSPCC Parenting Advice and Support  
<http://giveittime.gov.wales/?lang=en>

### **For Children with SEND:**

[ceias.cheshireeast.gov.uk](https://ceias.cheshireeast.gov.uk)

<https://www.gov.uk/government/publications/school-exclusion>

<https://contact.org.uk/our-helpline/>

<https://www.gov.uk/government/publications/school-exclusion>

**This policy will be regularly reviewed and updated every two years.**

**Last reviewed: September 2020**

Signed: *S. Beckett* (Acting Headteacher)

Signed: *J. Pollard* (Chair of Governors)

# Bosley St Mary's CE Primary School



## Home School Agreement 2020-2021

# School



The school will do it best to:

- Provide an environment which has been risk assessed in response to the COVID-19 infection;
- Provide a flexible curriculum that meets the needs of your child's well-being, mental health and academic needs;
- Contact parents/carers if your child displays symptoms of COVID-19;
- Inform you if staff or children show symptoms of COVID-19 as this may mean you will all need to self-isolate for at least 14 days or until the test comes back negative;
- Continue our clear and consistent approach to rewards and sanctions for children as set out in the Behaviour Policy as well the expectations outlined in this agreement;
- Communicate between home and school through notices, newsletters, text, email and the school website.

Signed on behalf of the school: *S. Beckett*

Date: 01.09.20

# Parent/Carer



To help my child at school, I know and understand that:

- If my child, or anyone in my household, shows symptoms of COVID-19, I will not send them to school, we will self-isolate for 14 days as a family, I will get them tested and I will let school know the outcome as soon as possible via telephone;
- If my child, or another child in the group, shows symptoms of COVID-19 at school, I will collect my child from school immediately;
- On my commute, and when dropping my child off and picking them up, I will adhere to the 2 metre social distancing rules and strictly stick to the school timings.
- My child must bring in the items as listed in 'what does my child need to bring to school? Section of the 'Returning to school in September' booklet;
- My child will need to use good respiratory and hand hygiene;
- I will not be allowed into the school without a pre- arranged appointment - make appointments via telephone or email;
- I need to support all staff in their efforts to create an 'as safe as possible' environment during this crisis;
- Read all letters/messages/emails that are sent home;
- I need to inform the school immediately of any changes to parents/carers and emergency contacts details.
- If my child is deemed unsafe, he/she will be sent home and cannot return to school until they can be safe.

Signed by Parent/Carer: \_\_\_\_\_

Print Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Child



I will do my best to:

- Tell an adult if I feel unwell;
- Only bring things into school that are on the list (See returning to school in September booklet);
- Only enter and exit the school building from the designated gate/door;
- Follow good respiratory hygiene: coughing and sneezing into elbow or tissue (catch it-bin it-kill it);
- Follow good hand hygiene - use soap and water for 20 seconds/ hand sanitiser;
- Behave well at all times by following the school rules. This will help to keep myself and others safe.

Signed by Child: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_