



## Watchorn School Behaviour and Discipline policy

### **Purpose**

Proverbs 22v6 says:

***“Train up a child in the way he should go and when he is old he will not turn from it.”***

At Watchorn Christian School we aim to

- “Train up” our children to love God first and then to love their neighbour as themselves.
- Encourage the children to behave in a way that shows love and respect to all people and to demonstrate self-control,

We believe that all our children are precious gifts from God and have the right to feel respected, safe in class and the opportunity to achieve their full “God given potential.”

### **Policy statement**

We believe that children flourish when their personal, social and emotional needs are understood, supported and met and where there are clear, fair and developmentally appropriate expectations for their behaviour.

As children develop, they learn about boundaries, the difference between right and wrong, and to consider the views and feelings, and needs and rights, of others and the impact that their behaviour has on people, places and objects.

The development of these skills requires adult guidance to help encourage and model appropriate behaviours and to offer intervention and support when children struggle with conflict and emotional situations.

### **Procedures**

#### **Behaviour Expectations**

Our school rules apply to all children at Watchorn Christian School and apply to all areas in the playground and on trips etc.

Our *Rules* are:

- Be honest
- Be obedient
- Be kind
- Be forgiving
- Work hard
- Always try your best

We teach the children at Watchorn Christian School about our Rules and Values through assemblies, circle time and our everyday interactions. The biblical rules for the classroom are displayed as a reminder to the children.

### **Behaviour in Class.**

Children should demonstrate a clear respect for the teacher as the person put in authority by God. They should:

- a) listen attentively.
- b) do as they are told the first time.
- c) speak respectfully.
- d) express their appreciation for help given or things received.

Children should demonstrate respect for each other by:

- a) not shouting out.
- b) working quietly.
- c) listening to each other's point of view.
- d) not behaving in a distracting manner.
- e) being careful with other people's property.

### **Behaviour with Adults.**

Children should show respect by:

- a) obeying commands and instructions
- b) speaking politely and respectfully.
- c) not interrupting conversations.
- e) listening well
- f) expressing their appreciation for help given or things received.

### **Behaviour with Other Children.**

We encourage children to:

- a) love and respect all children regardless of age, sex, race and ability.
- b) recognise that bullying can be verbal, emotional or physical.
- c) look for ways to help and serve each other.
- d) be quick to forgive each other.
- e) be quick to apologise, even for accidents.
- f) to always look for the good in others and to speak in a positive, encouraging manner.
- g) not to look for revenge or retaliation.
- h) to speak kindly and well of each other.

### **Playground Behaviour.**

We look for all the above aspects of behaviour with both adults and other children to be operating in the playground. In addition to this we expect children to:

- a) show kindness to children younger than themselves.
- b) avoid physical contact when playing sports and physical games.
- c) listen to the midday supervisor at all times.
- d) refrain from going back inside during play time, unless they have sought permission from a member of staff.

Behaviour at playtime should be dealt with by the teachers on duty or any problems should be reported to a senior member of staff according to severity or frequency.

## **In all aspects of disciplining children, Watchorn School rejects corporal punishment in any form**

### **Classroom praise and sanctions system**

#### **Rewards and praise**

*Proverbs 12:25 "An anxious heart weighs a man down, but a kind word cheers him up."*

At Watchorn Christian School we strive to speak positive messages into our children to raise their confidence and feelings of self-worth. We encourage children who are displaying good behaviour and reinforce this through praise and rewards. We believe that praise achieves better results than punishment. Good work is celebrated as well as positive behaviour and character traits.

**Praise** has a reinforcing and motivational role. It helps a child believe he/she is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

#### **Rewards**

##### **General**

- Favourable comments can be entered on pieces of work.
- Children's work can be displayed both in the classroom and corridors of the school.
- Stickers given for good work and behaviour which may also include a visit to another class to share work or for a special sticker or praise
- Praise and encouragement in and out of lessons should be used as much as possible.

##### **Lion Stamps**

The school has adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of Lion Stamps. Lion stamps are given to children who are going above and beyond what is expected of them for example:

- Particularly good work/effort.
- Displaying good manners.
- Displaying a caring attitude towards others.
- Showing kindness without being asked.
- Tidying resources without being asked.
- Showing forgiveness.

Once the child collects 24 stamps they are given a 'Judah Certificate' starting with bronze, then silver and gold. The certificates are awarded in the school assembly and the child can choose a small prize from Judah's box.

### **Unacceptable behaviour and sanction system**

At Watchorn Christian School we believe that it is important for children to learn their actions have consequences. Positive actions lead to positive consequences, but negative actions lead to negative

consequences. Therefore, we have a clear sanction system in place so that children are aware of the consequences of their behaviour. We believe that it is beneficial for the child to receive a sanction even after they have apologised as sanctions are an important part of character training. With any sanction there will be a conversation between the adult and child to give the child an opportunity to apologise and feel they are able to move on.

### **Class Thermometer**

We have a thermometer in the classroom with each child's face on. The children can move up or down the thermometer depending on behaviour. If the child moves up the thermometer they can earn 2 stamps. If the child displays bad behaviour they move to the cold section of the thermometer and miss 5 minutes play. If they continue to display bad behaviour, the child is moved onto freezing and their parents are informed of their misbehaviour. They also miss another playtime or sanction is applied from appendix.

### **Sanctions for minor incidents**

For minor incidents there will be 2 warnings given to give the child the opportunity to follow the expected level of behaviour. If the child continues to offend after 2 warnings, then the sanctions outlined in the table in appendix A will be used and sanctions applied as appropriate.

**Examples of Minor incidents include:** laziness with work, calling out in class, playing inconsiderately /misuse of equipment, disturbing or distracting others,

### **Sanctions for major incidents**

When a child commits a serious offence, the steps above are missed out and a more appropriate sanction is applied. The head teacher will investigate the offence and take appropriate action which will depend on the age of the child and the offence. This may include a report card to be completed after each session, school detention or suspension. The child's parents will be informed. A Behaviour Record is completed to keep a log of the behaviour.

**Likewise, if a child repeatedly commits serious offences they may be suspended from school. If a child is suspended from school, he or she will only be allowed back to school after they have admitted their offence, apologised to all parties concerned and demonstrated a genuine desire to correct their behaviour.**

On these occasions the head teacher and class teacher will work closely with the parents to clearly identify the problem and decide upon a plan of action to see improvement in the child's behaviour.

If a child is suspended 3 times in a school year, members of the School Governors will be required to assist in the situation and take appropriate action. A letter will be sent to the parents outlining the important matters that were discussed and warning of the possibility of permanent exclusion if the child's behaviour does not improve sufficiently before a given date.

If the child's behaviour does not then improve sufficiently, the School Governors will write to the parents stating that their child has been excluded from school with immediate effect.

**Major incidents include:** violence or aggression, bullying, damage to school property, racism, stealing,

In exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence. These may include:

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Serious deliberate damage to school property.

### **Support for the child:**

If a child displays frequent, negative behaviour, we understand that this can be a cry for help. We aim to support the child through intervention programmes such as '*positive play*' sessions with an adult in order to begin to understand their thoughts and emotions. The child will be given coping strategies and techniques to channel their behaviour in a more positive manner. The parents of the child will be contacted, and the school will work in partnership with the parents to try and improve the child's behaviour. The school may choose to involve outside agencies to support the child (Educational Psychologist, Child Psychiatrist, School Doctor, Social Workers).

### **Children with Special Educational Needs:**

For some children with special educational needs (SEN) a slightly different set of procedures may be needed. They may require an individual reward system which focuses on their area of need. They may need to be dealt with in a slightly different manner if they have sensory sensitivity- i.e. one to one in a calm space. The child may require a 'cooling off period' where the teacher gives them time to cool off before they address the incident. Visual signs illustrating the school rules and routines are often used to clearly show children what is expected of them. These strategies will be tailored to the child's needs when the situation arises.

Strategies will be put into place with input from the SENCO and head teacher when a child with SEN requires a more personalised approach to behaviour management.

All adults working with the child will be made aware of the strategies and they will be detailed on the child's Individual Education Plan and kept in the child's file.

The school will do its utmost to enable all children to flourish through carefully communicating behavioural expectations.

### **Use of physical intervention**

- An adult may need to use physical intervention on a child in extreme circumstances to 'control' or 'restrain' their behaviour in order to prevent them from harming themselves, another person or school property. It can also be used to prevent pupils from causing disorder.
- In these rare circumstances adults are aware that only 'reasonable force' is to be used. This means to use only the appropriate amount of force needed to resolve the incident.
- Incidents requiring 'reasonable force' may include breaking up two children who are fighting, removing a child from the classroom who is refusing to move, stopping a child throwing a dangerous object. (This is not a definitive list).
- If "reasonable force" has been used for any of the reasons shown above, parents are to be informed on the same day that it occurs. The intervention will be recorded as soon as possible within the child's file, which states clearly when and how parents were informed.

- **Corporal (physical) punishment of any kind should never** be used, it is unlawful to use force as a punishment.
- *Staff will receive annual training during staff meetings to make sure their knowledge of physical intervention is up to date.*

This is in reference to the Government Document *Use of reasonable force Advice for head teachers, staff and governing bodies (2013)*.

**Review:**

This policy will be reviewed regularly, and staff will be informed of any changes.

**Appendix A**

**Examples of Misbehaviour and Sanctions**

Below are some examples of types of behaviour from minor to serious offences and possible sanctions which could be imposed at school. Please note that these sanctions are a guideline and for minor offences the class teacher is to use his or her discernment when deciding when and how they should be applied. If a member of staff is unsure of the sanction to apply they should consult the headteacher.

For serious offences it is recognised that with all negative behaviour, there are differing levels of seriousness and repetition, this will be taken into consideration when applying sanctions.

<b>Behaviour</b>	<b>Sanction</b>
Persistent Laziness with work	Stay in at break to work. Work could also be sent home
Calling out in class	Child to sit on their own in silence for a period of time e.g. the duration of the discussion, the rest of the lesson. Older children may spend brief period of time outside the classroom if appropriate.
Disturbing or distracting behaviour	Work on own or have time out as appropriate
Rude to adults – teachers or assistants. (inc. disobedience i.e. repeated minor offences)	Miss break times. Letter of apology*
Speaking unkindly to others	Sit on their own for the rest of the lesson and/or miss their break. Letter of apology*
Playing inconsiderately e.g. misuse of toys/playground equipment, too rough with others	Stopped from playing with playground toys, or, made to stand quietly next to the wall for 2 or 10 minutes.
Hitting others.	Sit in isolation in the classroom for an appropriate period of time /miss break times. Letter of apology*
Deliberate and repeated lying	Miss a break time to write a detailed letter of apology – write specifically for what they are sorry.*

<p>Bullying</p> <p>Please also note our Anti- bullying policy</p>	<p>Withdrawn from certain activities e.g. playtimes, if that's where the offence took place. Must be accompanied by an adult during certain activities for a given time. In cases of severe or persistent bullying, exclusion may be necessary.**</p>
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## Appendix B

The quality of teaching and the organisation of the physical environment have a considerable effect on children's behaviour. We use the Charlie Taylor behaviour checklist as a guide.

### Always:

1. Create an interesting, stimulating and attractive classroom environment.
2. Provide an ordered environment in which everything has a place. Children should know where materials/equipment are and how to treat them with respect.
3. Make sure the children know what is expected of them and that their work is matched to their ability.
4. Be aware of what is going on around you.

### Remember to:

- Set high standards
- Apply rules firmly and fairly
- Smile and relate
- Avoid confrontation
- Listen
- Stay calm
- Use humour
- Know the children as individuals
- Look out for good behaviour
- Praise quickly and consistently

### Never:-

- Humiliate - it breeds resentment
- Shout - it diminishes you
- Over react - the problem will grow
- Use blanket punishment - the innocent will resent you
- Over punish - never punish what you cannot prove

### CHILDREN'S RIGHTS

- To be looked after by caring adults
- To be taught well
- To be able to rely on an atmosphere conducive to learning
- To be made to feel welcome
- Not to be talked down to

- To feel as important as anyone else
- Not to be smacked or shaken
- Not to be bullied
- Not to hear swear words

Policy Reveiwed and agreed by all governors on 8<sup>th</sup> March 2021