

# Cunningham Hill Junior School

## Governing Body



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| Document:      | Behaviour and Discipline incorporating anti-bullying |
| Agreed by:     | Governing Body                                       |
| Date agreed:   | October 2015   |
| Signed:        | <i>Rachel Wilson</i>                                 |
| Date reviewed: | October 2019   |
| Signed:        | <i>Zoe Westgarth</i>                                 |

# **CUNNINGHAM HILL**

## **JUNIOR SCHOOL**

### **Statement of General Principles Concerning the School's:- BEHAVIOUR AND DISCIPLINE POLICY**



#### ***Principles of good behaviour***

1. Our School believes that an effective school is one in which the learning environment is underpinned by an ethos shared by governors, teachers, teaching assistants, support staff, children and parents.
2. The positive values promoted by the school are encompassed in the following three aims:-
  - to foster a sense of friendship and community through an effective home and school partnership in which children are valued, encouraged and supported.
  - to develop tolerance and consideration, sensitivity and honesty, courtesy and mutual respect, independence and enquiring minds in all our children.
  - to work together as a whole school to nurture a sense of well-being and an awareness of the social, emotional and spiritual needs of each other.
3. As adults within the school community, our objectives in promoting this policy are:-
  - to promote equality and fairness in the school community
  - to encourage children to develop good relationships with peers and adults
  - to enable children to take on appropriate responsibility
  - to promote good behaviour in classrooms and in the playground, between children working together around school and towards teachers, teaching assistants, support staff and visitors.
  - to discourage undesirable behaviour (defined in Section 6 of School Behaviour Policy).
  - to encourage regular and punctual attendance at school.
  - to ensure that principles of equal opportunities for all children underpin these objectives and the implementation of this policy.
4. All adults in the school have a responsibility to: model acceptable behaviour; always be ready to listen to children's concerns and take appropriate action (as outlined in the school's Behaviour Policy).
5. Our school strives to strike a healthy balance between rules and punishment and to apply them fairly and consistently. Such rules that the school has are derived from the above principles and must be consistent with them. These principles are the foundation of our Behaviour Policy.

# **CUNNINGHAM HILL JUNIOR SCHOOL**



## **BEHAVIOUR AND DISCIPLINE POLICY**

### **1 Aims and expectations:-**

- 1.1** It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to underpin the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. This policy applies equally to children when involved in off-site activities.
- 1.2** The school has a number of school rules, but the primary aim of the behaviour policy is not just rule enforcement, but also the promotion of good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.3** The school expects every member of the school community to behave in a considerate way towards others. Our school motto ('Main School Rule') is "Do as you would be done by", and we do our best to encourage the children to treat others as they would wish to be treated. Our 'School Council' of children meets every half term with staff to discuss ways of improving the school, this will include discussion on matters of behaviour and discipline.
- 1.4** We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.5** This policy aims to help children to develop in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.6** The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

## 2. Rewards and sanctions:-

### 2.1 We praise and reward children for good behaviour in a variety of ways:-

- Teachers congratulate children;
- Teachers give children merit stickers/Star of the Week certificates/Learning Behaviour certificates/Golden Time/House points for consistently good work or behaviour, or to acknowledge outstanding effort or acts of kindness in class or around the school;
- We operate a "House System" in the school. All children become members of one of our four houses: Jupiter, Mars, Neptune or Venus. Children in the House that receives the most house points in each term are rewarded.
- Children who produce outstanding or much improved work or display exemplary behaviour are sent to Headteacher/Assistant Headteacher for a recognition badge.
- Children may be presented with a 'Headteacher's Award, in Assembly, for outstanding achievement or behaviour.
- Children can have 20 to 30 minutes 'Golden Time' at the end of each week if they have worked/behaved well during that week.

### 2.2 The school acknowledges all the efforts and achievements of children, both in and out of school.

### 2.3 The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction according to the circumstances of each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher addresses this behavior with him or her. If they repeat the disruptive behaviour, they moved away from other children and are given a warning. If they repeat the behaviour again, they are sent to another class and given a break time detention. These detentions are carried out and monitored by the Assistant Heads.
- During a detention the children are asked to complete a question sheet, which helps them to reflect on what they have done and how they might improve the situation. If a child receives 3 detentions in a half term, the parents will be notified by letter.
- If the child's behaviour threatens the safety of the rest of the class, they are isolated from the rest of the class until they have returned to a calm state ('time out'), and are in a position to work sensibly again with others having reflected on the situation.
- 'Golden Time' may be taken away from the children by the teacher for repeated disruptive behaviour.

- If a child threatens, hurts or bullies another pupil, the child will be sent to the Headteacher, or an Assistant Headteacher, to explain their behaviour. The incident is recorded. The school may contact the child's parents and seek an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- Sanctions in the playground: lunchtime supervisors know the school's Behaviour and Discipline Policy and apply it accordingly – children may: receive 'Time Out'; be sent to the Assistant Headteacher responsible for that year group or to the Headteacher.

As a school we recognise that different children have different needs and therefore there are some children who may need to have difficult or dangerous behaviour responded to in a different way.

- 2.4** Class teachers discuss the school rules with their class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'Circle Time'.
- 2.5** The school does not tolerate bullying of any kind. The school has a name-calling book and the whole school community know, via assemblies and class sessions, that we strive to be a school with no name-calling. There are clear procedures in place for name-calling. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. See attached school policy on "BULLYING".
- 2.6** All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES/LA Regulations and through the adoption of Hertfordshire's Model policy on restrictive physical intervention. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. If such action was taken, it would be in line with government guidelines on the restraint of children. Staff have been trained in STEPS and will follow the guidelines set out in this training.

### **3. The role of the Class Teacher:-**

- 3.1** It is the responsibility of the class teacher to ensure that the school rules are followed in their class, and that their class behaves in an appropriate manner during lesson time.
- 3.2** Teaching (and non-teaching) staff in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.
- 3.3** The class teachers and Teaching Assistants treat each child fairly, but according to their own individual need. They treat all children in their class with respect and understanding. Staff have a responsibility to model the type of behaviour felt to be acceptable.
- 3.4** If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if difficult or dangerous behaviour continues, the Assistant Headteacher responsible for that year group will step in and if necessary the Headteacher.
- 3.5** The class teacher will seek support from the SENDCO who then liaises if necessary with external agencies to support and guide the progress of each child. The Head Teacher may discuss the needs of a child with the Attendance Improvement Officer or other external agencies.
- 3.6** The class teacher reports to parents about the progress of each child in their class, in line with school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

### **4. The role of the Headteacher:-**

- 4.1** It is the responsibility of the Headteacher to ensure that the school behaviour policy is implemented fairly throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

- 4.2 The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- 4.3 The Headteacher keeps records of all reported serious incidents of misbehaviour, (“Incident” and “Racial Incidents” files in Head’s office).
- 4.4 The Headteacher has the full and final responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated acts or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. **Where an exclusion is deemed necessary, ‘Local Authority Guidelines on Permanent and Fixed-Term Exclusions’ will be strictly adhered to.**
5. **The role of parents:-**
- 5.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We expect parents to keep us informed of: behavioural difficulties they may be experiencing at home; any trauma which may affect their child’s performance/behaviour in school (e.g. death in the family); their child’s ill health and any absences connected with it.
- 5.2 Our approach to discipline is explained in the school **prospectus**. We expect parents to support their child’s learning, and to co-operate with the school, as set out in the school’s **Home-school Agreement** (which parent/carers will receive, and are asked to sign, when their child enters our school). We try to build a supportive dialogue between home and school, and we inform parents immediately if we have serious concerns about their child’s welfare or behaviour. A copy of this policy is available to parents on request, a downloadable copy is available on the school’s website:- [www.cunninghamhill-jun.herts.sch.uk](http://www.cunninghamhill-jun.herts.sch.uk)).
- 5.3 If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher and/or Headteacher. If the concern remains, they should contact the school governing body via the Chair of Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be initiated.

## **6. The role of governors:-**

- 6.1** The governing body has the responsibility for setting down these general guidelines on standards of behaviour and discipline in the school, and of reviewing their effectiveness. The governors support the Headteacher in implementing these guidelines. (See also: school's "**Statement of General Principles concerning the School's Behaviour and Discipline Policy**").
- 6.2** The Headteacher has the day-to-day authority to implement the school Behaviour and Discipline Policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

## **7. Monitoring:-**

- 7.1** The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 7.2** The school maintains a variety of records of incidents of misbehaviour. The class teacher keeps a record of minor classroom incidents. The Headteacher records those incidents where a child is sent to him/her on account of bad behaviour. Incidents that occur at break or lunchtimes are noted: lunchtime supervisors give oral accounts of any incident to the class teacher or Headteacher.
- 7.3** The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or is permanently excluded. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the policy/LA Guidelines are administered fairly and consistently.

## **8. Review:-**

- 5.1** The governing body will review this policy every three years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.



# Anti-Bullying Policy

## **Purpose and Reasoning**

We believe that bullying is intolerable because it makes children unhappy and feel unsafe which contravenes a child's right to be safe and secure in school. Furthermore an unhappy child who doesn't feel safe cannot learn effectively.

## **Aims and Principles**

We aim to create a structure within which we can identify bullies and an ethos that protects individuals and helps children to learn new behaviour.

## **What we recognize as bullying:**

- Intimidation
- Threats
- Power that is abused
- Physical harassment
- Constant targeted teasing
  - Constant targeted name calling and/or repeated personal remarks
  - Influencing others to target or withdraw from the victim
  - Deliberately causing fear or unhappiness
- These actions are repeated over a period of time
- They are uninvited by the victim
- Bullying can be the collective impact of minor infringements (low bullying)

## **We aim to prevent bullying by:**

- Using circle time to promote a positive ethos and healthy relationships
- Having a zero tolerance to name calling, involving a name calling book kept with the headteacher
- Having a worry box in every classroom to nip problems in the bud before they escalate
- Keeping a record of meetings with parents/children who express concern about bullying.

## **If bullying does occur, we will always:**

- Keep a written record of events in the class and with the Headteacher
- Give the children involved the opportunity to discuss the events with an appropriate adult
- Inform the parents/carers of all the children involved, by phone or in person
- Agree targets for action, to be completed within a set timeframe and hold a follow up meeting at the end of this time to review progress

## **Action taken may also include:**

- Asking the bully and (if appropriate) the victim to write down incidents for discussion
- Discussing the problem at class Circle Time
- Holding a smaller meeting with the children involved and a mediating adult
- Create a friendship/nurture group for the children to teach new behaviour and to rebuild confidence
- Exclude the bully from the playground or classroom for a specified period of time
- Where appropriate to provide opportunities for the victim and bully to rebuild a better relationship
- Further action may be taken from the schools agreed sanctions
- Further support may be requested (with parental consent) from external agencies

Agreed by the Curriculum Committee October 2015