

Broadbottom CE (VC) Primary School



“Let your light shine”,..... Matthew 5:16

Behaviour and Discipline

Statutory Policy

**8th July 2020
(Annual)**

Dated.....

Signed.....

Broadbottom Church of England Primary School

MISSION STATEMENT

At Broadbottom CE (VC) Primary School we are extremely proud of our Christian Community School. We welcome everyone, embrace individuality and nurture and empower our pupils. We do this through an engaging curriculum that promotes faith, understanding and skills and is underpinned by Christian and British Values.

We...

- ✓ Love God, the world, each other and ourselves.
- ✓ Cherish our pupils and act as their champions.
- ✓ Provide safe yet challenging opportunities to learn, blossom and grow.
- ✓ Surround ourselves with fun, laughter, positivity and happiness, creating a place where memories are made.
- ✓ Trust each other to act with integrity and to forgive when we make mistakes.
- ✓ Love Learning and Love Life.
- ✓ Are creative in our thinking, outlook and approach
- ✓ Communicate effectively
- ✓ Have time and patience to develop minds
- ✓ Discover individual sparks to let everyone's light shine.
- ✓ Nurture a love of learning and a belief in oneself.

School Vision

Broadbottom CE (VC) Primary School promises to provide a happy, safe, Christian environment for all pupils to flourish and develop talents, interests, excellent learning attitudes and behaviours.

Our intention is for the learning journey to maximise full academic, social, emotional and physical potentials. We aim to develop life skills, tolerance and resilience, in a school environment that cherishes individuality and positively encourages pupils to shine.

“Let your light shine,” Matthew 5:16

With Christianity at the heart of our intentions, we aim to:

- Strengthen the spirituality of staff and pupils, whilst creating a culture of high expectations, that is mindful of health and wellbeing
- Provide high quality teaching and learning, that develops individual potential and enriches pupil’s lives
- Engage in partnerships that support and serve the school community
- Continue to review and challenge the curriculum for our pupils, to ensure it is relevant for their future workforce needs
- Continually improve performance through evaluation of practice
- Equip children and families with the knowledge, skills, independence and resilience to face future challenges
- Instil traditional values of hard work, courtesy, respect and good behaviour
- Nurture an understanding of how special and unique we are in the eyes of God
- Broaden our knowledge and understanding of world issues and develop courageous advocates who will help others shine
- Link our heritage with overseas charities to support others, as our local community has been supported in the past

By introducing this policy, we aim to:

- Create a classroom and school environment that enables teachers to teach and pupils to learn
- Establish a school community where individuals feel safe and secure, are valued and respected
- Encourage care, respect and responsibility for others and our environment
- Enable children to adopt positive attitudes to learning through curiosity, flexibility, perseverance, cooperation, critical reflection, and a willingness to use and appraise evidence
- Create an environment where good discipline is seemed as important to good teaching
- Teach our children the skills of good discipline so that through practice, discipline can be improved
- Acknowledge the role that parents play and ask for their support for the attitudes and values that we believe promote good behaviour in our school
- Create an environment that is clean and attractive as this has a direct link to the behaviour of the children
- Use a consistent and fair approach from all staff, teaching and non-teaching staff, acting as good role models
- Encourage the required behaviour through positively promoting and praising good responses, and by setting rules and consequences
- Teach self discipline and respect for themselves, property and all others
- Make clear to our pupils the distinction between minor and more serious misbehaviour and the range of sanctions that follow
- Treat difficulties in a positive, realistic and caring manner to encourage an improvement in behaviour
- Create and actively use whole school, and lunch and playtime rules, (these are negotiated by all staff and taught to the children as a whole school. Supply teachers are given a copy of these rules as they work in school)
- Regularly review the behaviour of the children on an individual and collective basis as a staff, offering and supporting solutions to issues raised

Whole School

Broadbottom CE (VC) Primary School is a community made up of teaching and non-teaching staff, pupils, parents and governors. As such we need to promote and maintain attitudes within our community, which encourage polite, respectful and tolerant behaviour amongst all its members, with due regard to gender, race, background and special educational need.

All children respond to praise and encouragement and a positive approach. Children can learn through the models of behaviour they are shown by adults and peers around them. All adult members of the community will endeavour to teach desirable social behaviour and good manners to children within their care and be appropriate role models for them.

Some rules are necessary for the well being and safety of the pupils and the good of the school community.

To ensure continuity throughout the school, classroom rules are the same for each class.

The following system is applied:

- Sad/happy symbol displayed in every classroom on the board and pupils names are added accordingly

Class Rewards

- Verbal praise
- Name put on smiley side
- Dojo's
- Bingo Squares
- Stickers
- Certificates
- Golden time

Class Sanctions

- Verbal warning
- Name on the board
- One cross against a name - pupil moves places
- Two crosses - pupil sent to another classroom and fills in a time out sheet.
- Additional cross or continued poor behaviour – pupil sent to Head Teacher
- Withdrawal from playtime

NB. Pupils name is removed after sanction has been applied to give the opportunity for a fresh start.

Adaption of Sanctions/Rewards

Rewards and sanctions may at times be adapted to respond to the needs of the individual, group or class. Any adaptations/modifications must have the approval of the Head teacher or Deputy Head teacher in her absence.

At Broadbottom Church of England Primary School we aim to create and maintain a school where everyone:

- Feels valued as individuals
- Has high expectations of themselves and each other
- Shows respect for themselves, each other and the world we live in
- Is equipped academically, emotionally, spiritually, physically and socially to succeed now and in future life

Once these rules are understood it is expected that they will be followed.

Children need to learn to mix well with their peers and behave with consideration for others.

Whilst wishing to emphasise the positive aspects of behaviour and encouraging children to follow such patterns (see Rewards), anti-social behaviour will not be accepted and will be dealt with by the various disciplinary procedures (see Sanctions). It is vital that home and school support each other and it is hoped that parents will discuss and stress the importance of good behaviour with their children.

For serious incidents where another adult is required, a message and/or symbol will be sent to the staff room/office. The message or symbol will be **red flag**. All available adults must then go to this area.

The Equality Act

The Equality Act 2010 amends the Sex Discrimination Act to place a statutory duty on us, when carrying out our functions, to have due regard to the need:

- To eliminate unlawful discrimination and harassment
- To promote equality of opportunity between men and women

This scheme outlines how we fulfil this duty, including a set of specific measurable targets.

This scheme sets out our commitment to promoting equality and eliminating sexual discrimination and harassment.

At Broadbottom C of E Primary school we will continuously strive to ensure that everyone is treated with respect and dignity. Each person will be given fair and equal opportunities to develop their full potential regardless of their gender, transgender, ethnicity, culture and religious background, sexuality, disability or special educational needs and ability.

The school will work actively to promote equality and foster positive attitudes and commitment to an education for equality.

This we will do by:

- Treating all those within the school community (e.g. pupils, staff, governors, parents and the outside community) as individuals with their own particular abilities, beliefs, challenges, attitudes and backgrounds
- Maintaining a school ethos which promotes equality, develops understanding and challenges, myths, stereotypes, misconceptions and prejudices
- Encouraging everyone in our school community to gain a positive self-image and high esteem

- Having high expectations of everyone involved with the whole school community
- Promoting mutual respect and valuing each other's similarities and differences and facing equality issues openly and honestly
- Identifying, challenging and removing all practices, procedures and customs which are discriminatory and replacing them with practices that are fair to all
- Monitoring, evaluating and reviewing all the above to secure continuous improvement in all that we do

Roles and Responsibilities

This equality scheme links to other policies and action plans that the school produces including the School Improvement Plan.

This equality scheme outlines the roles and responsibilities of everyone involved and connected with the school so that each person knows what is expected of them. Promoting equality and raising the achievement of all.

Responsibilities

One named governor takes the lead, but the **Governors** as a whole are responsible for:

- drawing up, publishing and implementing the school's equality policy
- making sure the school complies with the relevant equality legislation; and
- making sure the school Equality Policy and its procedures are followed
- monitoring progress towards the equality objectives and reporting annually

The **Headteacher** is responsible for:

- making sure steps are taken to address the school's stated equality policy;
- making sure the equality, access and community cohesion plans are readily available and that the governors, staff, pupils, and their parents and carers know about them;
- making sure all staff know their responsibilities and receive training and support in carrying these out; and
- taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents.
- anticipating and enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents / carers and visitors to the school.

All staff

are responsible for:

- promoting equality and community cohesion in their work;
- avoiding unlawful discrimination against anyone;
- fostering good relations between groups; and
- dealing with prejudice-related incidents;
- being able to recognise and tackle bias and stereotyping;
- taking up training and learning opportunities.

Visitors and contractors are responsible for:

- following relevant school policy

Publication and review

This Equality Policy fulfils statutory requirements under the terms of legislation referred to above. As it is a public document, the school governors publish it by making it available as paper document on request and on the school website

The scheme will be kept under regular review for three years and then replaced in 2021.

Behaviour in school during Wider Opening

If a child's behaviour falls below the expected whilst at school by refusing to adhere to safety measures, such as:

- hand washing,
- social distancing,
- remaining in their bubbles
- deliberate behaviours that put themselves or others at risk eg deliberately coughing at people

The following sanctions and disciplinary procedures will be used:

- Conversation(s) with pupil(s) which could include a verbal warning,
- moving seats if logistically possible,
- Once all appropriate behaviour management strategies have been exhausted, contact will be made with pupil's parent,
- If the health and safety of other pupils and staff members are put at risk by the pupils not adhering to social distancing measures, then the parent/carer will be asked to collect the pupil who will remain at home until their next allotted time in school,
- If poor behaviour continues pupils in this category will be asked to resume home learning until further notice.