



GREAT ECCLESTON COPP
CHURCH OF ENGLAND
PRIMARY SCHOOL



BEHAVIOUR AND
DISCIPLINE
POLICY

Reviewed and Updated on 1st September 2019

Copp Cares

"Let us love, not in word, but in truth and action." (1 John 3:18)

Talk to me and I will listen, show me and I will remember,

Involve me and I will learn, encourage me and I will thrive.

Copp, the village school, where everyone is special and where God will help us grow.

School Aims

At Copp, we set high academic and social standards. We are committed to providing a friendly, ordered and stimulating environment in which all children are given the opportunity to:

- ❖ acquire the knowledge, skills, concepts and attitudes appropriate to their age and level of development
- ❖ be encouraged to reach their full potential in all areas of the curriculum
- ❖ become more independent as they acquire the necessary skills and knowledge in order to participate in a changing world
- ❖ grow in confidence and self-esteem through positive actions such as praise, reward and mutual respect
- ❖ happy in the knowledge that they are valued as individuals
- ❖ develop a caring attitude towards and concern for their immediate environment and the world in which they live
- ❖ develop a set of personal values and attitudes such as honesty, truthfulness, reliability, consideration for and acceptance of others

Good Behaviour

Copp School both encourages and expects good behaviour.

In the main this is reached by pre-emptive interventions and dealing with situations before they occur. The following are agreed by staff as Copp School's adopted guidelines main factors for fostering desirable behaviour:

- clear and simple school rules; agreed through class charters and CKC
- good organisation of classroom and routines
- individual class rules, class charters
- reward systems - team points, stickers, charts, Star of the Week, Copp Koala, Golden Time (KS2) and Class Dojo points
- rainbow ladder system
- targets - individual, class, whole school
- positive values - addressed through worship and PSHE
- appropriate praise
- maintaining high standards throughout.

In situations where low level disruption can cause a problem and the above does not work, staff will:

- make every effort to praise and turn things round
- regard each day as a new day and a new beginning
- try to understand the reasons why a child is misbehaving
- offer support.

We recognise that problematic behaviour with individual children, groups of children and/or classes may need to be addressed in a variety of different ways.

Code of Conduct for Adults and Pupils

Our personal approach to both teaching and safeguarding the children in our care sets the tone for conduct around school. A calm, quiet approach is desirable. Praise and encouragement and a positive approach is essential in helping to reinforce the values and high expectations that are expected.

We encourage our pupils to:

- tell the truth
- have excellent manners
- have a positive attitude and good behaviour
- care about each other, their own property and that of others
- be punctual for school and for lessons
- follow the school rules and adhere to their class charters
- take pride in being smart and wearing the correct uniform

General Statement of Behaviour

The care and control of our pupils is paramount and goes hand in hand with the teaching and learning of our positive Christian values.

All aspects of good behaviour are rewarded through systems appropriate to age and stage of development of the children concerned.

School and class rules are discussed and agreed on a yearly basis by classes and are based on the development of respect, responsibility and an understanding that there are always consequences to actions, good and bad.

Where behaviour falls below acceptable standards, during lessons or playtimes, a strict sequence of events is adhered to (see attached sheets). In the case of serious breaches of discipline, parents may be involved and, in some cases, exclusion may be necessary.

Procedures and Sanctions

Any minor incidents occurring in school/on the yard are dealt with by the class teacher/member of staff on duty (to be passed on to the appropriate class teacher). More serious breaches of discipline are brought to the attention of the appropriate member of staff, including class teacher, Behaviour Manager and Headteacher.

Recurring incidents of poor behaviour are monitored and brought to the attention of the parent by the class teacher. Further meetings between teacher/parents/child

may follow to ensure that situations improve and the parent feels well-informed. Should a child's poor behaviour continue parents will be invited in to discuss the situation with the Behaviour Manager (and in relevant situations, the Headteacher).

Sanctions in order of severity of the incident are listed on the attached sheet.

Reasonable Force/Positive Handling

What is reasonable force?

The term "reasonable force" covers the broad range of actions used that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances including where a pupil needs to be restrained to prevent violence or injury. School staff should always try to avoid acting in a way that might cause injury but in extreme cases, it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

All members of staff have a legal power to use reasonable force; this includes people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers.

When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. In a school, force is used for two main purposes - to control pupils or to restrain them.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on individual circumstances.

Staff at Copp School have been advised that physical force should only be used when needed to prevent a child from hurting himself or another pupil.

See Policy on Positive Handling Plans and DfE document Use of Reasonable Force (July 2013) for further clarification.

Exclusions

Failing all else and as the last resort the Headteacher will use her powers to exclude a child from school. In this instance the Lancashire County Council Guidelines for exclusions will be followed immediately and exactly. Copies of these procedures are held in the Office. The Chairman of the Governing Body will be informed at every stage of exclusion procedures.

The Governing Body has elected a Staff and Pupil Discipline Committee to deal with any appeals.

NB. The Department for Education Guidance on use of 'reasonable force' will be followed.

Corporal punishment in any form is illegal.

Anti-Bullying Strategy

The word 'bully' can be and is often used too freely by both children and parents. Bullying is when something occurs frequently and consistently by one or more children/adults against another.

All staff, parents, and children are asked to be vigilant and report anything that happens to them or that they see happening to others.

Different aspects of behaviour management are addressed at frequent intervals throughout the school year. These might be through:

- collective worship
- class Council time
- during school council meetings
- following a specific incident (class or whole school level)
- PSHE/Citizenship
- class rules and charters agreed by pupils.

Reporting to the Governing Body on behaviour/discipline to be included as part of the headteacher's report to the Governing Body.

Guidelines for staff are included in the Staff Handbook which is updated regularly.

Abusive or inappropriate behaviour from parents or family members towards any member of staff is not acceptable and individuals or groups who use or condone this sort of behaviour may be asked to leave the premises.