



Ashwell School

Guidelines on Behaviour, Relationships, Good Manners and Discipline

Part A Creating a Caring Atmosphere

All children at Ashwell School have the right to feel welcome, secure and happy and to know that everything is being done to help them achieve their maximum potential.

The standard of conduct at this school is high and we must all be concerned to maintain and if possible improve that standard.

Children who are happy and purposeful in their work and play have every interest in behaving well at school.

No child has the right through his or her behaviour to deprive any other child of the right to education. We all expect children to behave in a respectful, polite and considerate manner, stressing the safety and feelings of others. All the adults in the school have a role to play in creating this atmosphere and can help by saying when necessary, e.g. "This is how we do things here," or "We don't behave like that in this school." We all expect the children to say please and thank you when appropriate and to consider others when they move around the school, e.g. when going through doors. The way we adults speak to children will be reflected in the way they speak to each other and to us.

All adults in the school have a part to play in maintaining this common purpose of good and caring behaviour. Children should be praised for good examples and not allowed by any of us to get away with bad examples.

We also aim for the children to develop their awareness of people's differences and similarities, to become increasingly tolerant of these, and to grow to value the rich diversity of the human race.

Crucial to the creation of this ethos is the kind of classroom atmosphere encouraged by the teachers and teaching assistants. The issues and themes raised in assemblies are also vitally important. Positive contributions to this atmosphere come from the involvement of the children in the community, in charitable efforts and in interaction with schools in culturally contrasting locations.

Part B
The School's Golden Rules

These form the basis of our code of conduct in the school and are shared by all the schools in Baldock and surrounding villages, including Knights Templar School, where most of our children transfer at the age of eleven. A copy of these rules is sent to parents at the beginning of each school year.



**Baldock Schools
 Education Forum**



The 8 Golden Rules



- Be kind and considerate to everyone at school
 - Always tell the truth
- Always listen carefully and work hard in class
- Take care and be sensible as you move around school
- Arrive on time to lessons and sit calmly and quietly
 - Put up your hand for attention
- Look after the school and take pride in yourself
- Take care of possessions - yours and other peoples



Part C

Our Expectations of Good Behaviour

What follows is a general description of the standards of behaviour we expect in our school and during any outside activity organised by the school.

Respect

We expect the children:

- To be polite and respectful in their dealings with both adults and each other.
- To listen attentively and sympathetically to others.
- To sit still without fidgeting when listening.
- To take turns to speak and to put up their hands when they wish to contribute or ask a question.
- To allow speakers to finish without interruption.
- To take pride in themselves, in their achievements and their behaviour.
- To respect other people's efforts and to receive them sympathetically.
- To be kind and avoid hurting each other physically or emotionally.
- To respect the property of other people and of the school.

Purpose

We expect the children to value their opportunities to learn at school, and:

- To concentrate on the tasks they are set.
- To work to the best of their ability.
- To use their time constructively.
- To ensure that any talking while working is appropriate to the task in hand and not distracting to themselves or others.

Community

We expect children to be aware that they are part of the community of the class and of the school, and:

- To take responsibility for their own behaviour and how it affects the community.
- To allow others to concentrate.
- To be quiet when asked.
- To take pride in the classroom and in the school.
- To take an active and willing role in caring for the class and school environments, in keeping them tidy and well organised.
- To share school resources fairly.
- To be welcoming and polite to visitors.

Part D

Guidelines for Establishing Good Relationships, An Effective Learning Environment and High Standards of Behaviour

General

- Staff give a high priority to building self-esteem (*see Part E below*).
- Teachers' yearly plans will take full account of the PSHE/Citizenship guidelines in the National Curriculum document and of the SEAL (*Social & Emotional Aspects of Learning*) programme.
- Teachers' yearly plans will also use the ideas set out in the school's *Progression Framework for PSHE and Citizenship*.
- Teachers ensure that co-operative activities and 'Circle Time' form a regular part of the curriculum, to promote self-esteem, listening skills and a sense of community.
- Teachers plan work that is interesting, and appropriate to individuals, so that pupils are motivated to learn.
- Targets for both academic and behavioural progress are set for individuals and groups as appropriate.
- Teachers have high expectations of both the pace and the quality of children's work.
- Members of staff make explicit their expectations of the noise level appropriate to a particular activity and explain why.
- Teachers ensure that the class is generally settled before focusing on individuals and groups, and regularly check on how the class as a whole is working.
- The classroom is arranged so that children can have independent access to resources, and can see the teacher and the whiteboard clearly when necessary.

Listening

- Members of staff insist on complete silence and full attention before addressing the class.
- During listening activities, including assemblies, children are seated in the most appropriate way to allow good concentration and maximum eye contact with the speaker, e.g. in a circle for class speaking-and-listening activities; in their places or all facing the same way if listening to the teacher for a sustained period.
- Interruptions are countered by a pause and eye contact if possible.

Around the School

- Children's behaviour is based on the Golden Rules.
- When a class is moving around the school, the teacher will normally lead the class to determine the pace and noise level.
- Children are sent out to play in small groups, to minimise congestion.
- Children are not allowed to be in the big hall unsupervised at any time, except for year six PE monitors appointed by the PE Co-ordinator and class 6 teacher to tidy the small apparatus at lunch time.
- Only children issued with a "Helper" badge or signed up to play chess, draw, or read in the library are allowed in the school building during break/lunch times, unless they are supervised by a member of staff.
- Children must not leave the school premises during school hours unless supervised by an authorised adult.
- Chewing gum is not allowed on the school premises because of the hygiene and maintenance problems it can cause.
- Lollies on sticks are not allowed on the school premises because of the dangers which lolly sticks can cause.
- Children must not bring to school other dangerous items likely to cause harm to themselves or others and are not allowed to bring toy guns to school.

Playtime and Dinner Time

- Fighting, including 'play' or 'pretend' fighting, is not allowed at this school.
- Apart from wet playtimes, children are not allowed to be in the classrooms during playtimes or dinner times unless an adult is present or they have an authorised 'Helper' badge.
- When the whistle is blown by a teacher or MSA on the playground, that signifies the end of playtime or dinner time. Children must stop playing, stand still and listen to the teacher on duty. When the handbell is rung at the end of meadow play the children must stop playing and go to line up in their allocated spaces.
- When told by the teacher on duty to do so, children line up quietly and calmly with their teacher, who then leads them into school.
- Mid-day supervisors are encouraged to report publicly to the teacher about the children's behaviour, both positive and negative, during dinner time.
- Regular meetings are held between teachers and mid-day supervisors to discuss dinner time arrangements and any concerns.

Rewards and Sanctions

- It is the policy of the school to place emphasis on rewards rather than sanctions as a means of helping children to modify their behaviour.
- Members of staff are generous with praise, highlighting both good work and good behaviour.
- Good work and behaviour are explicitly rewarded in a variety of ways, including public praise and recognition, e.g. exhibiting in sharing assembly, the presentation of merits and certificates, the earning of privileges such as *Golden Time*, and in other appropriate ways chosen by the class teacher.
- Sanctions for misbehaviour include:
 - a verbal reprimand
 - a 'cooling off' period in a place such as outside the staff room door (not office)
 - the withdrawal of privileges, such as playtime
 - the imposition of a set task
 - the involvement of parents by class or head teacher.
- The Governors and staff take note of the DCSF guidelines on the Use of Force to Control and Restrain Pupils. (*Please see Section I below for guidelines on physical restraint.*)
- If there is ever any case where the suspension or exclusion of a pupil is appropriate, the LA and DCSF guidelines are followed.

Part E Building and Promoting Self-Esteem

There follow some suggestions of how this can be done. Please refer also to the HCC "Framework for the Assessment of Personal and Social Development", which has excellent statements of what to aim for at each level of attainment.

- Sharing assembly on Friday afternoons.
- Giving children a say in decision making, e.g. in planning the classroom; in electing members of the School Council and working with them.
- Positive comments before negative ones when assessing work.
- Being generous with praise but listening to child's own assessment of work too.
- Displaying children's work for others to see.
- Giving children responsibilities.
- Trusting children.
- Giving children chances to turn over a new leaf.
- Praising good behaviour.
- Encouraging positive comments from other children.
- Being well organised in the classroom and setting it up so as to promote independence.
- Allowing time to receive children's work positively.
- Ensuring that every child has something praised.

- Welcoming every child by name in the morning.
- Making sensitive written comments on the child's work, if appropriate.
- Involving children in setting and monitoring their own targets as far as practicable.
- Measuring progress against the children's own previous successes rather than those of others.
- Ensuring that children are put in situations where they can succeed.
- Being supportive to those who have difficulties or are less likely to succeed.
- Making sure reluctant speakers have an opportunity to contribute, e.g. at first, by asking safe, closed questions to include them.
- Publishing, displaying, showing some work by everyone.
- Being constructive but honest in evaluating work and pointing to the next steps forward.
- Building on previous successes. (It may be necessary to look back.)
- Being aware of individual capabilities and planning work accordingly.

Part F

What is Bullying?

Bullying is deliberately hurtful behaviour that is repeated over a period of time, making it difficult for the person concerned to defend him or herself.

We recognise that there are three types of bullying:

- **Physical Bullying** – Hitting, kicking or causing physical discomfort by making contact with someone's body.
- **Verbal Bullying** – Abusive name-calling, insulting, making offensive remarks. It is possible that this form of bullying could happen other than face-to-face, e.g. via mobile 'phones or e-mails. Staff and parents need to be aware of these possibilities and alert to the need to protect the children.
- **Indirect Bullying** – Spreading rumours/stories, exclusion from the social group.

Bullying is unacceptable because it is an abuse of power. The school works hard to ensure that the children know the difference between bullying and simply 'falling out'.

(Please see Part G, below, for details.)

There is a whole unit in the SEAL materials on the theme *Say No to Bullying*.

Part G

A Framework for Preventing and Dealing with Bullying

Prevention is Better than Cure: Suggestions to Help Prevention

- It is important to raise everyone's awareness of bullying and this is effectively done in class PSHE (*Personal, Social and Health Education*) and Citizenship lessons. We

encourage discussion and role-play situations, allowing opportunities for children to identify with the victims and the bully. (Lots of ideas in the SEAL pack and the *Skills for the Primary School* pack in the staff room.)

- Build children's self-esteem and develop their ability to say 'No' in threatening situations. Practising assertiveness is best done in role-play and drama lessons.
- Encourage children always to tell an adult if they are feeling intimidated by other children. It is important to break down the "conspiracy of silence" idea, where children feel they cannot "grass" on bullies. We encourage a developing sense of communal responsibility. Liken it to calling the Police if your car has been stolen. Nobody thinks that is "grassing".
- It is also important that everyone understands the school's attitude towards bullying. Parents will be made aware by including a section on the subject in the school prospectus.
- All adults in the school must be constantly alert to the possibility that bullying might occur and must identify any areas, situations or times when aggressive behaviour might be likely to occur. Alternative arrangements are one way of easing the problem, e.g. football on the meadow for juniors at dinner time in the winter months; mid-day supervisors initiating games on the playground etc.

Dealing with Bullying

All cases of bullying witnessed or reported should be investigated as soon as possible. The following procedure is normally to be followed:

- Listen to both sides separately.
- Then, possibly after a cooling-off time, bring the two sides together if at all possible, to discuss and resolve.
- Involve the class teacher, perhaps without the child's knowledge. There may have been other incidents or factors which the teacher is aware of.
- Encourage the bully to put him/herself in the victim's shoes.
- Make the bully aware of any injuries he/she may have caused and involve him/her where appropriate in helping the victim, e.g. fetching plasters.
- Teachers must record, in the Behaviour Log in the staff room, all important and serious incidents, with the date and other details of circumstances and of sanctions applied.
- The bully should be involved in deciding appropriate sanctions.
- If appropriate, a follow-up meeting between the victim and the bully will check that the relationship has improved.
- In serious cases of bullying the parents of both victim and bully should be involved.

- Persistent bullies will be put on report, including a home-school element, so that parents are involved. An Individual Behaviour Plan may need to be drawn up. This may well include some individual counselling or teaching and learning sessions. It is important to present the child with a positive and united home/school approach.
- If necessary, children who behave badly during playtime or dinner time should be sent to stand outside the staff room door (not the office) and a senior member of the teaching staff should be told they are there.

Part H

Statement on Race Equality and Framework for Preventing and Dealing with Racial Harassment

All the members of the school staff are committed to multicultural education which takes an active approach to teaching that all cultures/races/religions are of equal value and should be respected. This involves the development of knowledge, skills and understanding across a comprehensive range of areas.

Prevention is Better than Cure: Suggestions to Help Prevention

- It is important to make it clear that we all welcome all pupils and invited visitors as valued members of the school community.
- Use PSHE/Citizenship or RE lessons to reinforce positive attitudes and behaviour towards racial and cultural differences.
- Actively encourage links with a culturally diverse urban school, and the use of outside agents who present or represent examples of cultural diversity.
- Actively encourage links with a culturally diverse school overseas.
- Staff should ensure that resources, curriculum plans and displays reflect both global and British diversity.
- Help children realise the consequences of anti-social and aggressive behaviour, such as racism, not just on individuals but also on the whole community.
- Use the PSHE/Citizenship curriculum to encourage pupils to speak up and report racial incidents if they witness them.
- All adults in the school must be constantly alert to the possibility that racial harassment might occur and must identify any areas, situations or times when racial harassment might be likely to occur. Appropriate preventative actions must be discussed, planned and taken after discussion with senior members of the staff.
- There is a designated member of staff who is responsible for overseeing the implementation of this section of this policy.

How we Deal with Racial Harassment

Incidents of racial harassment must be taken very seriously and investigated as soon as possible. The following procedure will be used:

- Listen to the complaint.
- Establish what has actually happened.
- Remove perpetrator from the scene of the incident.
- Provide understanding and support for the victim. Involve the class teacher as mentor for the victim.
- Make it quite clear to the perpetrator that this kind of behaviour is totally unacceptable.
- Discipline perpetrator appropriately. This will almost always include an apology.
- Record the incident in the Racial Harassment Log in the staff room.
- Make sure that the class PHSE/Citizenship curriculum addresses this issue as soon as possible afterwards, encouraging perpetrator to participate in activities aimed at challenging and changing racist behaviour.
- Involve parents if appropriate.
- Make sure PHSE/Citizenship co-ordinator and/or headteacher know of the incident.
- Consider drawing up Individual Behaviour Plan, with specific target(s), for perpetrator.

Part I

Use of Physical Restraint

Reducing the Risks

The use of physical restraint on any child should only be used as a health and safety matter and in no circumstances be used as a disciplinary procedure in schools.

The use of physical restraint on children does carry the potential consequence that a child may make an allegation against a teacher. However we do have a duty of care to maintain an acceptable level of safety.

The following guidelines must be adhered to but they cannot anticipate every situation. The judgement of the individual member of staff remains critical.

Practice framework

Use as a last resort when all other alternatives have failed and staff believe it is their duty of care to intervene and/or where the urgency of the situation does not allow for other methods to be employed.

When:

- Children place themselves at risk of physical injury.
- Children's actions place other pupils/staff at risk of physical injury.

Where:

- Damage to property can be limited by this means (without endangering physical safety of staff or children).

How:

- Only in circumstances outlined as above.
- Using only a minimum level of force for a minimum level of time to restore safety. Avoid 'holding down' a child to restrict breathing.
- Being aware of known health issues regarding the children - asthma, epilepsy etc.
- Not touching sensitive areas of the body.
- During any incident of restraint adults need to seek to lower child's level of distress by continually offering verbal re-assurance.
- Assess where restraint taking place - e.g. on a paved surface the adult should avoid placing the child on the ground.

Procedure:

- The school staff all need to understand the school's behaviour policy in respect of disruptive or violent behaviour.
- Adults involved in an incident needing restraint must inform senior staff and write up the incident in the restraint record file (kept in drawer with Behaviour Log in Staff Room). Reports in this file should include:
 - When and where incident took place.
 - Circumstances and significant factors which led to incident.
 - Duration and nature of any physical restraint used.
 - Names of pupils and staff involved and all witnesses.

- Description of any injury sustained by children/adult and subsequent medical attention.
- Description of any action taken after incident.
- Senior staff will inform parents as appropriate.

After an incident of this kind we should allow a period of calm for both child and teacher. Two days are left before debriefing the child and teacher(s) involved - it is always advisable to use the no-blame approach.



Behaviour Review September 2009: some alterations in arrangements

The key ideas these are based on, which we can use when talking to children, are **consideration for others**, and **safety**.

Before school

1. Children in FS and KS1 to stay in the playground until 8.50 unless it is raining.
2. KS2 children to settle to early work when they come into the classroom, even if before 8.50; after 8.50, not allowed to go back to playground because of congestion in wide corridor.
3. No children to play on meadow before school.
4. At 9am, children on playground to walk into classrooms; children in new block to walk through FS playground unless raining.

Moving around school

1. Children always to walk; teacher at front of line, stopping frequently to check on behaviour at back of line and allow those children to catch up.
2. Quiet voices.

Playtime and Dinnertime

1. When fine, all children to be outside, not in classrooms, unless there is an adult in the classroom with them. Teachers to feel free to lock their classrooms to reinforce this.
2. Children who genuinely can't go out, e.g. because they have a broken arm, to sit quietly in library with one friend.
3. KS2 children to use toilets in new block; FS and KS1 to use the toilets in the corridor near Class 1. Children to ask teacher or MSA if they want to use the toilets.

4. Only one football game allowed on the meadow (according to rota). Other children may play throwing and catching games with their own or class balls, or practise football skills such as dribbling and aiming by playing games with only one 'goal'.
5. No kicking games at all allowed on the playground – we will keep the large football sized balls for meadow play only.
6. Children are to play inside white lines painted on the playground/ paths.
7. No fighting / play fighting / rough games.
8. Children to play safely with equipment, e.g. ropes and balls, so as not to endanger themselves or others.
9. Children to be encouraged to let others join in their games.
10. Children who are sent in for bad behaviour to be told to stand outside the staffroom, not the office; their class teacher, Kate O or Emelie will talk to them when convenient.
11. At wet playtime, children to stay in their own classrooms. Each class should have its own list of what they are allowed/not allowed to do. If wet at dinnertime, reception children to play with toys on an island of mats laid out in Big Hall, with an MSA there all the time.

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