

The Bliss Charity School Behaviour Policy

Mission Statement

The Bliss Charity School aims to provide a caring, secure and enriching experience; each child is encouraged to develop strong personal, academic, physical and creative skills for lifelong learning.

AIM

The Bliss Charity School should be a happy, caring school that provides a positive stimulating environment where everyone is encouraged to achieve their own highest standards and personal aspirations.

OBJECTIVES

- To develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions.
- To develop an ethos, which recognises that all who learn and work here will be valued, respected and supported.
- To provide a safe, secure environment where learning is exciting and enjoyable.
- To ensure the safety and wellbeing of all the children, staff and visitors to the school.
- To develop mutual respect for all members of the school.
- To develop effective links between teacher, parent and pupil.
- To ensure that inappropriate behaviour is dealt with according to the procedures laid out by the school.

OVERALL PHILOSOPHY

At The Bliss we believe that a successful school needs a clearly defined Behaviour Policy that reflects the positive approach we take to the education of children.

All staff have collective responsibility for the children. We encourage positive standards of behaviour and realistic goals that the children can achieve. We try to be aware of messages that the children receive from our actions and ensure that there is a calm and consistent approach.

The children are encouraged to be involved in the setting of boundaries for behaviour and positive behaviour is rewarded continuously. Children are encouraged to be responsible for their own actions and helped to have a clear understanding of the consequences of negative behaviour. An example of this is the school council 'Playground Charter'.

Staff will endeavour to avoid confrontations and show a caring and understanding approach towards children. We seek to establish good communication links between the home and the school, in order to share information about children and give regular positive feedback about each child.

Sanctions may be used to reinforce a rule, but the children are encouraged to be aware of the reason for rules and given opportunity to make amends.

School rules will be formulated by the School Council, and will then be agreed and shared by the whole school. These will become part of the Home / School agreement and will be displayed prominently around the school and referred to on a regular basis both individually and with groups. Assemblies and PSHE or 'circle time' give the opportunity for staff to communicate and discuss rules in a sensitive, positive manner.

Procedures for implementation of the aims and philosophy are set down in the Behaviour Procedures Document that follows.

BEHAVIOUR PROCEDURES DOCUMENT

Recognising and celebrating appropriate behaviour and achievement:

We recognise children's achievements and actively encourage and support positive behaviour through:

- Non-verbal praise
- Verbal praise
- Public praise
- Stickers
- Postcards
- Certificates

All staff try to use positive examples as the best way to reinforce appropriate behaviour. This is the main thrust of our policy.

Lunchtime supervisors may reward appropriate behaviour by informing the class teacher or awarding a sticker as necessary. There is a 'buddy' system in operation on the playground which involves younger children being cared for by identified older children, particularly in their first few months of school.

Once a month there will be a key stage celebration assembly where we invite parents to watch as certificates are distributed to children who have made an achievement in or out of school. These children will be selected by teachers and receive their certificate at the front of the hall. We will endeavour to keep a record so that in the course of each year every child will at least receive recognition at once.

Children can be awarded a token for displaying a metacognition for a skill or attitude related to their work or behaviour. This is then celebrated as stated previously in the celebration assembly.

Addressing Inappropriate Behaviour

It is very important that children's inappropriate behaviour is dealt with immediately. Teachers on duty and lunchtime supervisors, need to try and conclude dealing with inappropriate behaviour, and only inform the class teacher if there is a trend, or they feel it may carry on into the classroom or it is serious. This can ensure that children begin lessons with a clean slate and the teacher can begin to teach in a positive atmosphere. Any instances of bullying resulting in physical injury must be shared with the teacher.

Although we continuously stress the value of praise and positive sanctions there are times when children display inappropriate behaviour that needs to be addressed.

This needs to be addressed in a fair and consistent way. Below we have listed our responses.

1. Non-verbal look and/or example of appropriate behaviour.
2. Verbal response where the child can be asked to apologise or asked quietly to stop the behaviour. This needs to be approached calmly and discreetly. Further recognition of examples positive behaviour around so he/she has an example to follow.
3. Isolation from the source and recognition of good behaviour as an example (e.g. seat at another table or in a different place in the room). It is important that the teacher shows personal disappointment that this has been resorted to. Isolation includes:
 - change of seat
 - standing away from others in the playground

- standing at an open door of the classroom
 - inside the head's office
 - different class etc.
4. Additional close supervision by a responsible person. It may be necessary for a child to accompany an adult at playtime. Provision for this at lunchtime may involve staying with a lunchtime supervisor.
 5. If the child has difficulty behaving in an appropriate manner the class teacher will have an informal chat with parents and inform the Headteacher.
These procedures will be repeated as is felt necessary by the teacher. However, it is important that the child is made aware of boundaries and the course of action that will follow and this is consistently enforced. If however these procedures are not sufficient then the following will apply. **These are very much a last resort.**
 6. Consequences.
 - a) Removal of privileges. Consideration needs to be given to the situation and the child. Privileges can include:
 - Playtime (part of)
 - independent toilet use
 - activities at playtime and lunchtime
 - club attendance etc.
 7. Involve a senior teacher, Miss Thompson, Mrs Caller or Mrs Newton.
 8. Use the personal record sheets to note behavioural difficulties, ensuring that explanations, possible causes, action taken and the time and place of the event are recorded on Sims (computer programme).
 9. On the third occasion of being recorded the Headteacher will become involved. A discussion will occur with staff, the child and the parents or guardians and an 'action plan' set up.
 10. If this fails to work then other agencies may be involved. In extreme cases, the Headteacher may involve the Governing body if exclusion is being considered. This may preclude other steps.

It is important that parents are involved from at least step 5 and are kept involved throughout the process.

It is not possible to place a time limit on the procedure. Also it may not be necessary for each step to be taken. It is the professional judgement of the staff as to the application of sanctions and the involvement of others that is important.

If a child's behaviour does not seem acceptable within the school environment and at the end of our own procedures, then Governors and IPS will be involved and Northants guidelines will be adhered to.

Other procedures may be set up to work with particular children depending on need.

All these are set procedures but the school would hope that the inclusive positive ethos, would mean that good standards of behaviour are the norm and resorting to these procedures will be very much the exception.

SCHOOL PRACTICES FOR THE CARE AND CONTROL OF THE CHILDREN

For teaching staff, the duty of care is set out in the Pay and Conditions document. 'Teachers are required to maintain good order among the pupils to safeguard their health and safety, both when they are authorised to be on school premises and when they are engaged in authorised school activities elsewhere.'

Teachers have a duty to act 'in loco parentis' in the manner of caring and reasonable parents. The use of corporal punishment including pushing, prodding and other forms of rough handling was abolished in the Education Act of 1986.

Racial and Sexual harassment

In all cases where such harassment is suspected the related incidents are fully investigated.

The procedure for reporting such incidents is described by the Northants guidelines.

All cases should be recorded and reported to the Headteacher.

Guidelines recommended in the document issued by the LA are adhered to. In particular care is taken to ensure that:

- All adults should try and avoid being in a classroom by themselves with just one child.
- Children who require a change of clothing, undress and dress themselves as much as their ability allows.
- Children are not permitted to stay in classrooms unless directly supervised by a member of staff.
- Children are not left in classrooms without adult supervision.
- All volunteer helpers work with children in small groups and not individually unless another adult is in close proximity.
- Volunteers are police checked and work in close proximity to staff.