



Bishop Cornish CEVA School

Behaviour Policy

September 2021

PHILOSOPHY

The emphasis at Bishop Cornish School will be upon self-discipline and consideration for others. The few set rules we have are based on common sense and the above principles.

We aim to provide an environment in which our children are secure and confident, irrespective of gender, disability, ethnicity, or social, cultural or religious background. Schools give pupils their first experience as members of a complex and organised community.

Good behaviour is reinforced by positive encouragement and praise. As a Church school we place particular emphasis on a family atmosphere and community spirit.

AIMS

- To develop children's self-discipline and self-control.
- To enable children to get on with their tasks.
- To enhance children's self-esteem.
- To encourage accountability for behaviour.
- To encourage children to recognise and respect the rights of others.
- To develop co-operation as well as independence.
- To develop values of honesty, fairness and respect for others.
- To avoid unnecessary conflict.
- To determine right from wrong.
- To create an environment that is stimulating and enriching and in which effective learning and teaching can take place.
- To treat all children fairly and apply this policy in a consistent way.

APPROACHES

Most children at this school are well behaved and well-motivated. We intend to demonstrate to children our satisfaction with such behaviour through an award scheme.

Foundation Stage and Key Stage 1

Children will receive 'smilies' for good behaviour and for making good choices. These awards will be recognised with a certificate for a child to take home. This will encourage the children and confirm to parents, from time to time, that their child's good behaviour has been noted and appreciated.

- Foundation Stage 5 smilies result in a certificate

- Year 1 10 smilies result in a certificate
- Year 2 20 smilies result in a certificate
- The certificates are presented in assembly before the whole school.
- Individual classes also have their individual reward system, e.g. star of the day board, stickers, additional play on outside equipment, etc. (Foundation and Year 1), choice of activity (Year 2).
- Team points are awarded for good work. These contribute to the team cup each week.

Key Stage 2

- Team points are awarded for good work or individual behaviour. Points are collected by the team captains and a team cup is presented in assembly each week.

Whole School

- Verbal praise from staff, stickers, certificates, stamps, etc.
- Cups and shields for effort are awarded annually. The Jesus cup is awarded for exceptional, outstanding courage or kindness.
- Head Teacher Certificates for consistent good behaviour are awarded.
- Good behaviour is rewarded with certificates awarded on a weekly basis.
- Children bring in certificates that they have been awarded outside school (cubs, music, dance, etc.) and these are shown in assembly.
- Emphasis is given to displaying children's work to encourage them to present their best effort. Year 6 are encouraged by Monitor and Team Captains status.
- Each class also has its own monitors.
- Children are sent to the Head Teacher with especially good work.
- Certificates for excellent attendance are awarded annually.
- Some children may need additional incentives, e.g. visit to animal enclosure.

Meal time assistants award special stickers to children for good behaviour on the playground and in the dining hall.

For those children who do not respond to these positive steps, there will be a clearly understood set of sanctions, however staff are mindful of those children with Special Educational or emotional needs that necessitate individual behaviour support plans. Special consideration will be given to those children with a need that must be considered as a disability such as autism or ADHD.

SANCTIONS

These will be within the week.

- Verbal warning.
- Name written on whiteboard after normal verbal remonstrance (the official warning).
- Cross against name – sometimes isolation from others if appropriate but must continue work, this will be within the classroom (can be redeemed at teacher's discretion). The safety of the children is of paramount importance in all situations.
- Two crosses - isolate and send child to work in another class or area.
- If an unsuitable activity, i.e. games, is being undertaken the child will be sent to another class.
- Three crosses – child sent to head teacher.
- Four crosses – parents called in to talk to class teacher (sometimes this is necessary earlier).

- Crosses can be earned back throughout the week to encourage good behaviour.
- For persistent bad behaviour the head teacher will contact the parents by telephone or in writing.
- A behaviour log is kept on any child exhibiting poor behaviour (see attached). These are referred to as ABC logs. These logs are used as evidence of poor behaviour when consulting with parents, SENCO, or outside agencies, and are kept in a confidential file by the class teacher.
- Loss of privilege - children who disrupt normal classroom activities will spend their playtime with an appropriate task with a member of staff appointed by the class teacher. This is recorded on their ABC Log if appropriate. If a child exhibits further unacceptable behaviour the class teacher will inform the child's parents of the behaviour problems and set up a meeting.
- If the head teacher or a teacher has concerns about a child's behaviour he/she may contact the parents to discuss the behaviour and an appropriate programme of incentives to improve behaviour. Sanctions may be introduced at any stage.
- Violence, wilful damage or wilful behaviour to person or property in classroom or swearing to an adult (personally heard) or if a child leaves the school premises the teacher reports straight to the Head Teacher who contacts the parents.
- If a child leaves the premises without permission the police will be contacted immediately by the Head Teacher or Deputy Head.
- The Head Teacher reserves the right to inform a parent/carer of his/her child's unacceptable behaviour, which may in extreme circumstances lead to exclusion. In the event of a serious behavioural problem the following sanctions will be considered:
 - a) Loss of privileges
 - b) Parental involvement
 - c) Involvement of support services
 - d) Temporary exclusion
 - e) Permanent exclusion.

These are legal issues and should be well documented. The County's guidelines must be followed.

- Classroom rules will be displayed in classrooms.
- Some children who exhibit poor behaviour may have their own personal behaviour plan.
- The school will work with the child's parents/carers to help modify unacceptable behaviour through approaches that are applied consistently at home and school.
- Parents may, in certain cases, come in for a regular weekly or daily talk with the class teacher to discuss any problems.

SUCCESS CRITERIA

- A happy, safe, harmonious atmosphere and environment.
- Courtesy and care for all.

APPENDIX

General Rules

- We expect children to open doors for others, to be courteous, to say please and thank you.
- We expect children to respect and preserve our lovely environment.
- We expect children to share, and to show kindness and respect to all others.

Classroom rules, general rules and format for a behaviour log are to be found in the Staff Handbook.

Outside advice for behavioral issues

Advice and assistance for the school and the pupil may be sought from other professionals e.g. Educational Psychologist. The child may be placed on the Special Needs Register, if considered necessary. Once a child has been placed onto the Special Needs Register the school will use a graduated response, which recognises there is a continuum of need with regards to behaviour. This brings increasing specialist expertise to help with the difficulties the child may be experiencing. Additional support will be provided within school involving the use of positive targeted strategies e.g. enhanced reward systems, behaviour targets, social skills work, and nurture groups. In these cases the child concerned may have adapted / additional rewards, sanctions and guidelines for behaviour to those in the behaviour policy and these will be communicated to staff and parents. At this stage there will be increased parent/carers involvement and multi-agency support services to plan and regularly review Support Plans. Extremely serious or persistent misconduct may result in the pupil receiving an exclusion from school.

Exclusions

The final sanction the school has available to deal with the most severe behaviour is permanent exclusion. This may be used as a result of all other interventions being applied and having failed and the pupil persisting in inappropriate behaviour. If the Head Teacher excludes a pupil, s/he informs the parents/carers immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents/carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents/carers how to make any such appeal. The Head Teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

Children are reminded of rules every term in assembly by the Head Teacher.

This policy is reviewed annually.