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Windrush Valley School

Policy Documents Annual Review Record

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Regulatory standard	
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BEHAVIOUR AND DISCIPLINE POLICY

Introduction

This policy has been written with reference to the DfE document 'School Discipline and Behaviour Policies [Guidance for Schools] 2016. It should be read in conjunction with the school's House Point Scheme or 'How to Train your Dragon'. It applies to all children, including those in the EYFS and those with SEND.

The Behaviour and Discipline Policy is integral to achieving the school's aim of encouraging and challenging pupils to achieve and sustain high standards of individual academic success and personal behaviour. All members of staff, regardless of status or title, are responsible for maintaining high standards of behaviour at all times within the school.

Parents/guardians/carers are required to declare their support for the school in maintaining its high standards of behaviour and, in so doing, become active participants in the process of ensuring children grow to become responsible adults.

Aims

The school serves to encourage and challenge pupils to achieve and sustain high standards of individual academic success and personal behaviour. Considerable emphasis is placed on developing the pupils as individuals, to encouraging their independence of thought and spirit within a climate of personal responsibility and regard for others in order that they become good citizens and parents to future generations.

All staff must continuously and consistently work to achieve this purpose with all children, regardless of ethnicity, religion, gender or learning ability.

General considerations

Good behaviour follows naturally where there is a clear and unmistakable high-quality adult/child relationship, based on mutual respect and liking. Staff must consistently display genuine warmth and feeling for the children. Implicit at all times is the need for staff to overtly and consistently praise and reward good behaviour, and, at the same time, to constantly challenge unacceptable behaviour. In essence, the only "currency" in school is good behaviour. Good manners and self-discipline are to be encouraged at all times through the excellent example provided by adults, visitors and older pupils. Pupils are expected to respond appropriately to all instructions concerning either their general conduct or learning behaviours and all pupils should be made fully aware of what is expected of them. Periodically; for example, during weekly assemblies or individual class discussions, teachers should explain in an appropriate manner, exactly what is expected of pupils and what is meant by each of the items in the school's code of conduct and classroom behaviour. Achieving calm and control before any activity, movement or lesson begins is essential. Teachers should always ensure that children are quiet before they start the lesson or speak.

Equal opportunities

All children, regardless of race, creed, culture, gender or ability will be treated equally in every aspect of school life (Equality Act 2010). We look to promote their spiritual, moral, cultural and physical development so that in time they will be ready for the opportunities, responsibilities and experiences of adult life. The school will liaise with parents and other agencies as appropriate, including the transfer of relevant information and records pertaining to behaviour for future schools on transition.

Safeguarding

This policy is consistent with the school's Safeguarding policy and philosophy in that Windrush Valley School is fully committed to safeguarding and promoting the safety and welfare of every child at the school. The school aims to provide an environment in which children feel secure, their viewpoints are valued, are encouraged to talk and are listened to.

School's Code of conduct

General appearance/uniform

Children are encouraged to look smart and tidy at all times. Children may not wear anything other than the prescribed uniform; this applies also to swimming, games and PE. Personal jewellery, make-up and nail varnish may not be worn and long hair must be tied back with either a blue slide or scrunchy.

School and/or classroom expectations

School and individual expectations are prominently displayed in all classrooms on the 'Dragon Master' display board. At Foundation and Key Stage 1 these are reinforced through the use of stars and stickers, which, in turn, accrue as individual house points. At Key Stage 2 these should be developed as class and individual targets and may, occasionally, be used as part of an Individual Behaviour Programme (IBP).

- Follow instructions
- Keep hands, feet, objects and unkind words to themselves
- Speak only when it is their turn
- Bring everything needed to all lessons

Movement around school

Children should walk at all times when moving around the school. Classes should leave and enter the classroom in an orderly manner. Similarly, all children should line-up in class groups prior to moving off/on the playground. Children are not allowed to climb on or over any of the walls, gates, fences, trees or garden borders within the school grounds.

Assemblies, whole school events and off-site activities

The school's code of conduct continues to govern the behaviour of pupils in assemblies and whole school events, including off-site activities and when travelling by coach or mini-bus. Additionally, all health and safety issues must also be considered at all times to ensure the safety and welfare of all pupils. The staff of WVS remain personally responsible for pupil discipline regardless of location and when other adults are involved; this obligation may not be delegated to others.

Breaks, Lunchtimes and Playtimes

Teachers need to be particularly alert at these times to ensure that children are allowed to play and eat free from the duress of others. A tub of equipment is available, changed routinely, to encourage a range of games on the playground.

Indoor wet break

Children may, at the discretion of teachers, move across the pairs of classrooms. In any event, children should tidy the classrooms at the end of break, ready for the start of the next lesson.

Outdoor

Class teachers will meet their class in the playground and supervise the children as they walk into school. Lining up in this way and walking back into school in an orderly manner signals a clear end to playtime activities and puts the children back into the frame of mind needed for classroom activities. It also enables teachers to resume control of their own class.

Meals

Parents either provide a packed lunch daily, which facilitates parents checking personally what their children are eating, particularly those on specific health related diets; or arrange for their children to receive a cooked lunch. All meals must be supervised to ensure children are relaxed and happy during what is an important if informal part of the day. There should be no swapping/sharing of food so as to avoid possible allergic reactions. Staff should be alert to children who eat too little, too quickly or in any way that gives cause for concern, and, in such an event, advise the Head of Pastoral Care accordingly. Children should sit whilst eating and should not read, watch TV or play games. Where possible they should clear/clean their food boxes and/or plates into the appropriate food waste bin. Classrooms should be tidied after finishing.

Games and PE, visits, school journeys and off-site activities

This policy will also and specifically apply when children are involved in any educational, sporting, social or cultural activity off the site of the school, whether in a temporary (daily/or of short duration) or longer-term (residential) capacity.

Given the inherent danger involved with some activities, it is essential that teachers ensure that children respond immediately and appropriately to instructions. Equipment should be carried to and from activities in a safe and secure manner. Respecting the equipment also includes ensuring it is not used in any way for which it was not intended. Children should walk in pairs to and from close-by off-site activities, including the minibus; they should be expected to treat health and safety equipment (for example, torches and high-viz vests) with respect.

All children and staff are ambassadors of the school and therefore expectations of behaviour and discipline are as high as those within the school. Staff, equally conscious of the reputational damage that pupil misbehaviour can cause the school, will deal firmly and fairly with misbehaviour wherever it occurs.

Incidents of misbehaviour on school visits will always be reported to parents in order to elicit their support for future activities.

Individual expectations

Everyone associated with the school has a responsibility to ensure the good behaviour of pupils.

Staff

- Praise, give positive feedback and reward good behaviour.
- Ensure that pupils comply with school rules regarding behaviour and dress.
- Impose sanctions fairly and consistently if school rules are broken
- Inform the Headteacher according to the seriousness of the misbehaviour.
- Record any serious misdemeanor and write up for the pupil file.

Pupils

- Be polite and helpful to the school community and visitors.
- Ensure that the school rules and dress are followed at all times.
- Inform staff of any misconduct, especially bullying or damage.
- Comply with all sanctions given.

Parents

- Uphold the school's standards of behaviour and dress, both in and out of school.
- Inform the school of any concerns they may have.
- Discuss any concerns with the Headteacher to avoid any possible misrepresentation of the school in the wider community.
- Follow the school's Complaints Procedure in the event of a serious dissatisfaction.

Rewards and incentives

Praise, in copious quantities and appropriate to the age and maturity of the child, is preferable to sanctions. Dragon Master Points (DMP) may be awarded (copiously in EY, cautiously as the child gets older) to reinforce the school's code of conduct and classroom behaviour. Similarly, they may be awarded for exceptional work or activity provided by the child and the demonstration of emerging ability to think critically about one's contribution to the school, personal study and community/class needs. Where possible, the awarding of DMP's should be preceded by a clear explanation that they are on offer for a particular piece of work, activity or response, and what the child has to do in order to achieve them. They must be available equally to all pupils for the same or similar response or work. Classrooms must display the individual continuous aggregation of weekly DMP's on the appropriate notice board in order to determine the weekly class Dragon Master.

Sanctions

The school upholds the European Convention on Human Rights that children should not be punished physically. Furthermore, the withdrawal of Dragon Master points/stars/awards is unacceptable as this undermines the concept that reward and praise are the best means of securing good behaviour.

However, when children do not behave appropriately sanctions may be applied, selectively, according to need. First, there is a structure of accepted behaviour and it is anticipated that all children will work within it. Secondly, all staff acknowledge that it is their responsibility to

manage the behaviour of the children in their care and that a range of strategies will be deployed to support the child in learning to manage their behaviour.

It is not possible to provide an exhaustive list but, typically, pupils who fail to complete work (including homework), should be required to miss playtime to catch up. At all times, supervision remains the responsibility of the teacher. Additional work may also be provided for minor misdemeanours. All sanctions must include a detailed explanation why they have been applied. Teachers must not call the Headteacher to impose a sanction on their behalf, but should seek time to discuss the matter before a decision is arrived at. In such an event, teachers should inform the child clearly what is occurring and why.

When dealing with sanctions staff should have regard to DfE guidelines:

- Make clear they are dealing with behaviour, rather than stigmatising the child.
- Only sanctions that are a logical consequence of the inappropriate behaviour.
- Ensure that sanctions are seen as inevitable and consistent.
- Attempt to link the concept of sanctions to the concept of choice in order to encourage children to see the connection between their own behaviour and its impact on themselves and others.
- Use sanctions to help the pupil(s) to learn from mistakes and recognise how they can improve their behaviour.
- When appropriate, use sanctions to put right any harm caused.
- Use sanctions in a calm and controlled manner.
- Avoid early escalation to severe sanctions (reserving them for the most serious or persistent misbehaviour).
- Avoid sanctions becoming cumulative and automatic.
- Avoid whole-group sanctions.
- Never issue a sanction that is humiliating or degrading.

Serious misbehaviour

Serious misdemeanours (by definition very rare; and including malicious accusations against staff) must be referred to the Headteacher. All incidents are logged in the school's Serious Incident Log. Parents are informed immediately and requested to become fully involved throughout all subsequent action.

Exclusions and appeals

The Headteacher (only) has the right to exclude any pupil who consistently and persistently undermines the school's code of behaviour. In the event that a parent wishes to appeal this decision, which is their right, the school will provide the appeals process information and the Proprietor will convene the appeals panel within five working days.

Alan Wood

September 2018



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Windrush Valley School House Point Scheme or 'How to Train your Dragon' [Based on traditional British values of chivalry]

The spiritual, moral, social and cultural development of pupils is excellent. (ISI February 2015).

Introduction

Windrush Valley School provides a positive, caring environment and a multi-layered curriculum in which happy and self-confident children can grow and thrive.

In addition to its legal imperative of ensuring that children attain the highest possible standards of personal academic excellence; it also has a moral and ethical imperative of enabling children to grow into positive, caring and contributing members of society in general. This imperative is also now enshrined in law in the form of the Prevent Duty of care. Whilst its academic excellence is evident in the school's traditional taught subjects, its wider moral and ethical imperative is evident in its combinatorial, core-value approach as exemplified in our My World programme and our high expectations of individual behaviour and effort. All lessons, in addition to their curricular expectation and content, have the additional requirement of encouraging children to develop the art of critical thinking as an essential component of personal study, the promotion of individual learning and the skill of being able to distinguish fact from fiction in public statements and pronouncements.

My World is taught formally through the combined RE/SMSC syllabus and less formally, but no less importantly, through the everyday interactions between staff, pupils, visitors and parents. It is also visible in the extended curriculum inherent in all subjects and the extended-day programme; indeed, it is present in each and every area of the school's function; there is no area of school life that it does not impact. The circle of provision is finally closed with the school hymn that lauds the virtuous behaviour and actions of a knight [valour, courage, compassion and honour] and the school prayer that extolls the virtue of peace and tranquillity in the creation of a happy and peaceful school. Within this curriculum structure, we are able to focus on developing each child's individual strengths and determination.

How to train your dragon

The Dragon Master Points (DMP) system (How to Train Your Dragon) is designed to bring together these diverse elements within the curriculum and focus school attention on individual personal development and learning. The scheme is underpinned by a number of key essentials:

- It must be consistently applied by all staff across the school

- Children must understand its relevance to their everyday school life: individual behaviour, development of critical thinking skills and personal effort and achievement
- It must be consistently rewarding (and by definition non-punitive)
- It must be open, transparent and fair
- All children must be given equal opportunities to succeed
- Children have a central role to play in determining their personal targets

Based on the Arthurian Knights of the Round Table Code of Chivalry and the Japanese cultural Dragon Master philosophy, the Dragon Master scheme is a practical way of reinforcing all aspects of our curriculum and expectations of children, making it an easily understood and highly motivating model for junior aged children.

Sir Thomas Malory (1405-1471) wrote his version of the Arthurian Code of Chivalry in *Le Morte d'Arthur*:

- Do not assault (bully) anyone or be mean to them
- Do not commit a crime
- Always show mercy, give help when asked
- Do not join in fights over anything less than defence of your country

to which we have added our own up-dated 'chivalrous' expectations

- ℞ Always strive to be the best at everything you do, aim high
- ℞ Respect your family, friends and country
- ℞ Endeavour to develop the art of critical thinking
- ℞ Be yourself, don't follow the crowd
- ℞ Recognise what is right from wrong

In practice

Each class group has a 'shield of honour' depicting a Japanese dragon emblem. Each shield is prominently displayed in the classroom above a distinct and specifically organised notice board. Children 'earn' DMPs which are written on a 'sticky-note' and placed on the board; these are added up each Friday and the child with the highest number becomes the Dragon Master for the week; proudly carrying the shield into the Friday school assembly and being announced to the whole school.

The board is quartered to replicate a heraldic shield. Each quadrant depicts a different aspect eligible for reward. The top two quadrants (left and right) are specifically available for children to contribute directly to the writing of personal targets; the upper left quadrant, subject knowledge and skills, refers directly to classroom lessons whereas the upper right quadrant relates to personal behaviour in and around the school. The lower half of the board, lower left and lower right quadrants, are more concerned with rewarding children for their contribution to the school generally and, by definition, are more spontaneous and teacher led. The lower left quadrant is for displays and demonstrations of critical thinking skills whilst the lower right quadrant is reserved for rewarding individual contributions in

and around the school. Throughout the emphasis is about recognising individual effort over and above that expected of a pupil in the school.

The number of DMPs available per class must be kept to a minimum in order to ensure their value; initially this will be set at two for every child in the class [i.e. 15 pupils = 30 points available for distribution across the class each week]. These should be awarded at a rate of no more than 1 per child at any one time. DMPs should not be awarded simply to 'use-up' this weekly allocation and neither can they be carried forward or banked; indeed, it is perfectly feasible for a class to have un-used points at the end of a week. *[We will re-visit this allocation throughout the year]*. Awarding DMPs during non-core subjects, PE, Performing Arts, Our World, Music and the like, will draw on this allocation and must therefore be discussed/agreed with the class/reporting teacher prior to awarding.

House Captains add-up the accumulating points and display these prominently in the school office; teachers also maintain the weekly class Dragon Master list (photographs) in the school office. The DMP system, as it relates to the school value system and individual personal behaviour, should be discussed during registration periods; with children/groups/class given personal or collective challenges. All challenges must be written/explained in terms of what children must do in order to gain a house point; avoid vague phrases that cannot be evaluated in the same way by any other adult. Pupils should maintain a personal diary/record of their weekly scores and any 'challenges' provided.

DMPs must be specific, concise written descriptions of achievement in the form of 'sticky' notes. They must reflect actual events/actions and not aspiration [for example, 'for effort' is too vague and open to misinterpretation; 'successfully learning a poem for ESB in the time set' is more precise]. Challenges and awards must not be used as a substitute for personal class management skills or as an aid to maintain class discipline; it is not a behaviour management system.

Depending on the 'challenge', the award of DMPs can be for individuals, small groups or indeed a whole class. Importantly, children who do not appear to be gaining house points should be 'targeted' with specific (achievable) challenges. DMPs will accumulate across a half-term, term and year, ultimately contributing to the overall award of the House Cup at the end of the year. Reports to parents should contain a written reference to personal achievements based on the Dragon Master model; all comments must be based on individual and personal targets, for example

- ✓ Number of DMPs gained and the reasons
- ✓ Contribution to overall house tally
- ✓ Number of times 'dragon master' achieved
- ✓ Contribution to personal development

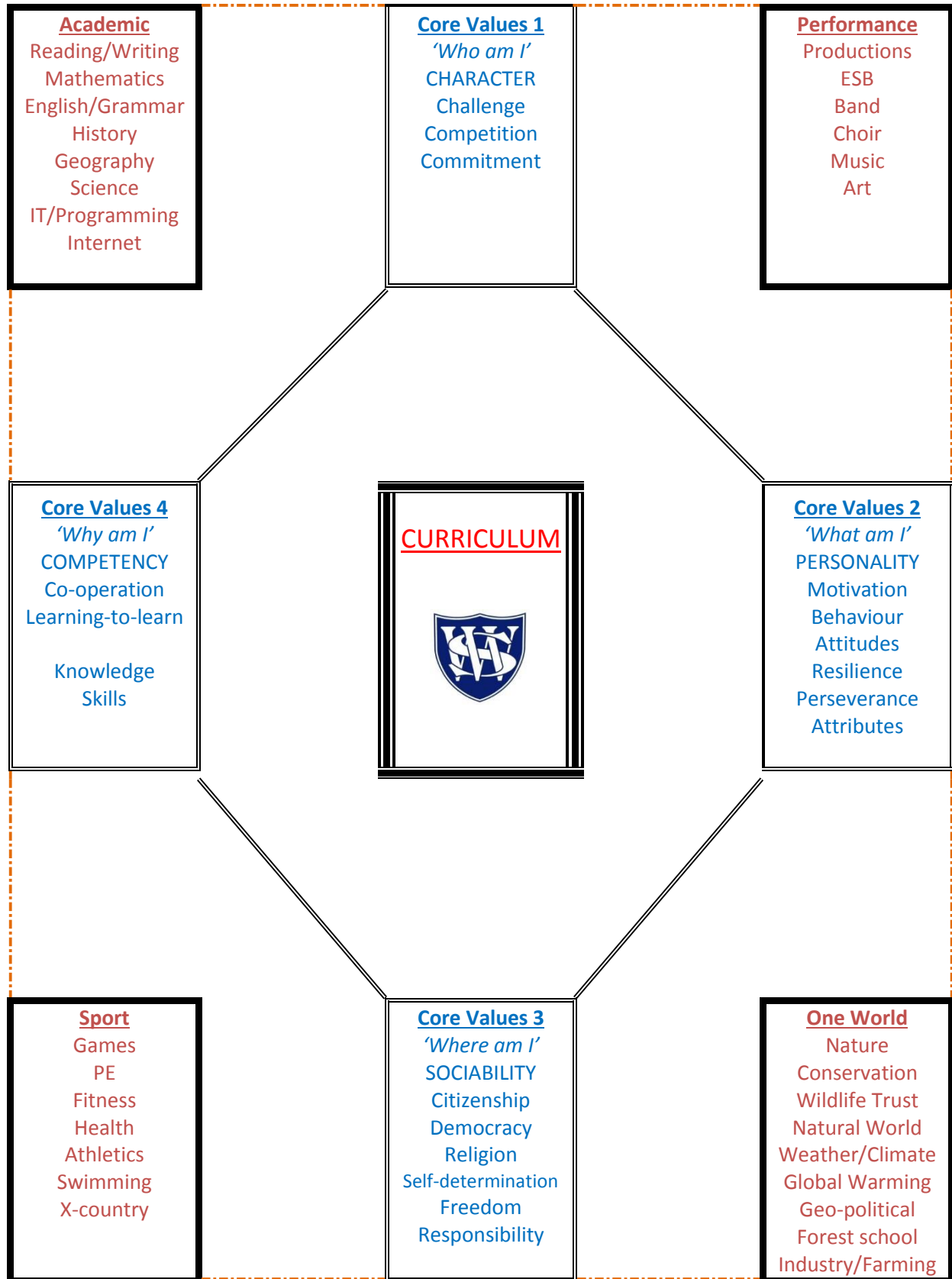
Teachers must maintain a cumulative, weekly record of individual DMPs and send a copy to the Headmaster for monitoring purposes. This monitoring will provide additional information on individual progress, identifying those children who are, or are not progressing in terms of their personal abilities and the school's core value system; it will also identify those balance of awards across class groups, by ability, gender and SEND.

Pupils should, under the direction/guidance of staff, be encouraged to set their own age-appropriate challenges. Typically, these should be drawn from a range of school based expectations; for example,

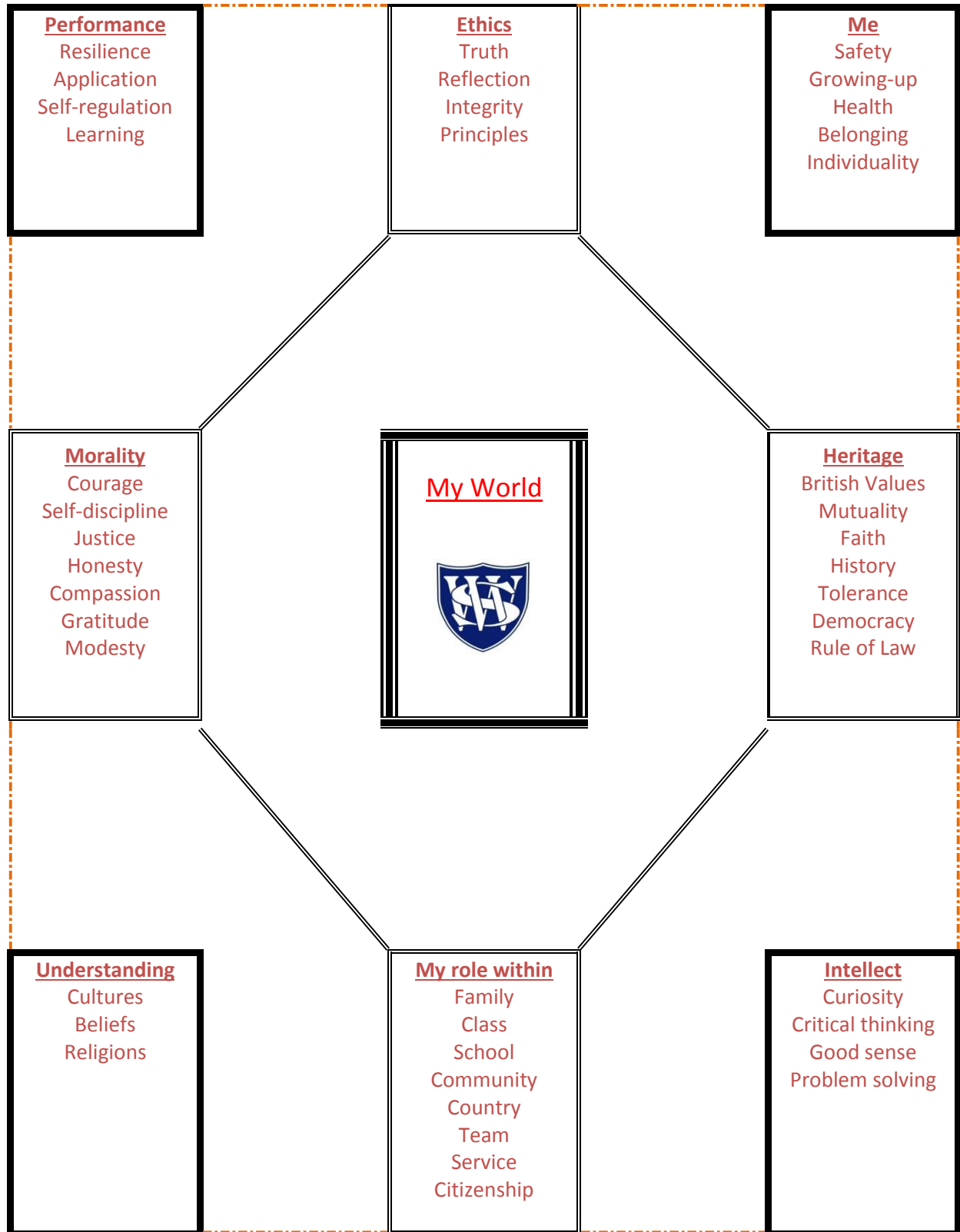
- From the clean and tidy check list [uniform, cleanliness, correct equipment]
- Work layout
- Completing and handing homework in on time
- Means of addressing poor personal motivation
- Learning times-tables, spelling, poetry
- ESB related tasks
- PE/swimming kit and bags
- Classroom equipment including reading book and homework diary
- Reading regularly and completing reading diaries properly (new format for KS2)
- Handwriting
- Keeping track of personal possessions including clothing
- Punctuality: for school, starting lessons, preparing the desk-top at the start of the day/registration
- Learning based activities

The success of this system depends on a range of factors not least its openness to scrutiny and the fairness of its application and administration across all staff, pupils and activities. It will therefore feature prominently in staff meetings; as the number one item on the agenda. This will take the form of class teachers advising all staff of individual challenges; appropriate proforma will be available to summarise these discussions.

Windrush Valley School Curriculum Plan



Windrush Valley School Curriculum Plan: My World



Windrush Valley School Critical Thinking Model

