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Windrush Valley School

Policy Documents Annual Review Record

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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. Behaviour concerns is a regular agenda item at weekly staff meetings to ensure continuous and consistent expectations of behaviour are being met across the School. These are noted on the shared staff folder; Pupil Communications.

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. 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 during weekly assemblies or individual class discussions. 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, faith, 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, social 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 hair band.

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, 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 minibus. 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 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

Children will move into class lines when the end of playtime bell is rung. They will stand in silence, facing the front before moving off to their classroom. 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 [see below] fairly and consistently if School rules are broken.
- Inform the Headteacher according to the seriousness of the misbehaviour.
- Record any incidents on the Behaviour or Serious Behaviour Log.

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

Copious quantities of age-appropriate praise, is preferable to sanctions. Dragon Master Points (DMP) may be awarded (copiously in EYFS, 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 the 'Ladder of Sanctions' will be used according to need. First, there is a structure of accepted behaviour [white] 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.

Foundation Unit Sanctions

Each class has a display of a pot of gold, rainbow, sun, and cloud. All children will start their day with their names on the sun. Each child will have the opportunity throughout the day to impress one of the members of staff either with good work or good behaviour which will see them moving off the sun and onto the rainbow. If they continue to impress throughout the day they will then move onto the pot of gold. If they reach this, and are still there by the end of the day, then they are rewarded with a special sticker.

If they are not seen to be following the class rules the children will move down onto the cloud. At this point the children will usually have a time-out either in the classroom or in the playground for a few minutes up to a maximum number of minutes that equals their age in years [e.g. a 3-year old will have a maximum time out of 3 minutes]. The children will take their own name and move it to the correct picture. If a child has had a difficult day with behaviour and is going home with their name still on the cloud, then parents will be informed. If a child continues to move to [or remains] on a cloud for a week, then the behaviour will be flagged to the Early Years Lead and logged on CPOMs.

All members of staff in the Foundation Unit have an open dialogue through-out the day about all of the children and any behaviour issues that may have arisen. Staff in the Foundation Unit will use their professional judgement and discretion to place the child on the appropriate picture and enforce a sanction.

LADDER OF SANCTIONS – BEHAVIOUR

A child may be escalated to any of the stages beyond stage 1, if their behaviour is deemed serious enough.

ALL behaviour incidents are to be logged on CPOMS.

Any breach of the pupil ICT Acceptable Use Agreement will follow the Behaviour Sanctions below. Each incident will be assessed on a case by case basis and a sanction implemented, according to the severity of the incident. Restricted access to ICT will also be implemented if appropriate.

All children begin the school day where class expectations and School Rules are followed. Children are polite and say 'please' and 'thank you'. Children line up sensibly. Children walk in line to and from the playground.		
Stage 1	CONSEQUENCE	ACTION
Not meeting behaviour expectations or displaying poor learning behaviours; <ul style="list-style-type: none"> ➤ Talking and not listening when told to do so ➤ A single act of unkind behaviour either verbal or physical ➤ Distracting others or self ➤ Not listening to instructions ➤ Constant talking ➤ Not remaining on task ➤ Playing with objects that are not part of the task. 	Time out	Time Out of the classroom for up to and no more than 10 minutes. AND To stay in and complete unfinished work resulting from Time Out of the classroom. Time Out length – discretionary depending on age of child, persistence and level of disruption. OR One missed morning playtime [10 minutes].
Stage 2	CONSEQUENCE	ACTION
<ul style="list-style-type: none"> ➤ Accumulation of three Time-Outs (in half a term) ➤ Inappropriate language ➤ Disrespect to staff ➤ A single act of threatening behaviour either verbal or physical ➤ Blatant disrespect of school rules 	Official warning	Staff to alert the class teacher. AND One lunchtime playtime to be missed. AND Class teacher to notify parents of the Official Warning by email.
Stage 3	CONSEQUENCE	ACTION
<ul style="list-style-type: none"> ➤ Accumulation of three Official Warnings (in half a term) ➤ Disrespect to school or other pupils' property ➤ Insolence / lack of respect ➤ Verbal abuse of others including adults ➤ Inappropriate behaviour e.g. <ul style="list-style-type: none"> • Destruction of property • Leaving School without permission 	Removal of privilege or free time	Parents will be called to meet with the class teacher to discuss behaviours and next steps. Next steps will be in-school detention at a set time involving restorative activities [minimum of 2 lunchtime playtimes]. AND When appropriate, put right [repair and/or clean] any harm or damage caused. AND/OR Inclusion on school trips, extra-curricular activities and representing the school at events, will be restricted.
Stage 4	CONSEQUENCE	ACTION
<ul style="list-style-type: none"> ➤ Consistent or repeated Stage 3 behaviours following sanctions. ➤ Consistently poor work ethic [detailed in Stage 1] that sanctions in Stages 2 and 3 have failed to address. 	Headteacher's detention AND Removal of privilege or free time	Parents informed of detention with the Headteacher involving restorative activities. AND When appropriate, put right [repair and/or clean] any harm or damage caused. AND Exclusion from school trips, and/or extra-curricular activities and/or representing the school at events [To be decided by the HT as appropriate to the consistently poor behaviour].
Stage 5	CONSEQUENCE	ACTION
<ul style="list-style-type: none"> ➤ Behaviour of pupil having not improved after HT detention and removal of privileges. 	On work or behaviour report	Headteacher and Parents to be informed. Pupil will have report signed at the end of each lesson and/or break time (Duration to be decided by HT) AND Exclusion from school trips, extra-curricular activities representing the school at events [For the duration of being 'on report'].
Stage 6	CONSEQUENCE	ACTION
<ul style="list-style-type: none"> ➤ Behaviour of pupil having not improved after a period of 'on report' 	Personal Behaviour Plan	Headteacher to meet with Head of Pastoral care and Parents. PBP will be drawn up together with pupil.
Stage 7	CONSEQUENCE	ACTION
<ul style="list-style-type: none"> ➤ Failure to improve following a period of time on the Personal Behaviour Plan 	Suspension or permanent exclusion	To be decided by the Headteacher

External Agencies

The school may seek the advice of external specialists to help inform any behavioural plans. This might include seeking an assessment or ongoing support from an educational psychologist to discover if there are any underlying issues which might be impacting on behaviour, such as specific learning difficulties. An undiscovered specific difficulty can frequently lead to low self-esteem and thus to behavioural problems. We also may ask educational psychologists to help us identify if there are social or emotional problems such as attachment issues or difficulties with relationships, especially for pupils whose parents may have separated or divorced. For example, these specialists can be asked to help a child to build up a toolbox of strategies to call on in tricky circumstances, to help pre-empt problems occurring.

The lists of behaviours are not exhaustive and class teachers will from time to time use their discretion to place behaviours in the appropriate colour band and enforce the sanction.

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

- Make clear they are dealing with behaviour, rather than stigmatising the child.
- Only use 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 are very rare) must be referred to the Headteacher. All incidents are logged on CPOMS. 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.

Amanda Douglas

25th January 2024



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Windrush Valley School House Point Scheme or ‘How to Train your Dragon’

[Based on traditional British values of chivalry]

The quality of the pupils’ personal development is excellent (ISI July 2022)

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 RE/RSE/SMSC/PSHE 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.

The combined formal lessons following the RE/RSE/SMSC/PSHE syllabus teach the children how to behave to be valued members of a community 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 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 awarded must be kept to a minimum in order to ensure their value. These should be awarded at a rate of no more than 1 per child at any one time.

House Captains add-up the accumulating points and announce them in assembly. 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 DMP; 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 DMPs 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

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
- 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

Windrush Valley School Dragon Master

<p>Classroom Work, PE and Games and Performing Arts.</p> <p><u>Academic</u> Reading/Writing Mathematics English/Grammar History Geography Science IT/Programming Internet</p> <p><u>Performance</u> Productions ESB Band Choir Music Art</p> <p><u>Sport</u> Games PE Fitness Health Athletics</p>	<p>Personal Behaviour (in and around School, on the sports field, minibus and trips, playground and mealtimes).</p> <p><u>Morality</u> Courage Self-discipline Justice Honesty Compassion Gratitude Modesty</p> <p><u>Heritage</u> British Values Mutuality Faith History Tolerance Democracy Rule of Law</p> <p><u>Ethics</u> Truth Reflection Integrity</p>
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Swimming X-country	Principles <u>Personal behaviour</u> Resilience Application Self-regulation Learning
Critical Thinking (about what I need to do and how to do it; effort and motivation). <u>Resilience</u> Perseverance Managing distractions Attentive noticing <u>Resourcefulness</u> Questioning Making links Imagining <u>Reciprocity</u> Independence Imitation Collaborating Listening <u>Reflectiveness</u> Planning Revising	Contribution to the class, groups (choir, band, church), School and teams. <u>Performance</u> Productions Band Choir Music Assembly <u>Sport</u> Football Netball Tag-Rugby Athletics Swimming X-country