



CHURCHILL  
SCHOOL

## **Behaviour Policy**

## Introduction

The school must maintain discipline and good conduct to secure an orderly learning environment in the interests of all the children. The school behaviour policy sets out our corporate statement of purpose, the boundaries of acceptable behaviour and the likely consequences of misbehaviour.

We believe that every member of the school community has a responsibility for behaviour and everyone has the right to feel valued and respected. All staff and students have an entitlement to achieve their maximum potential in a safe and secure environment where effective teaching and learning can take place. It is our belief that good behaviour needs to be consistently and positively encouraged and valued.

Unacceptable behaviour is that which:

- Is dangerous to the pupil, other pupils, adults or property
- Is offensive or inconsiderate
- Interferes with the right of teachers to teach and pupils to learn

## Aims

This policy aims to:

- Provide the basis for the development of a positive, whole school ethos towards behaviour;
- Define the expectations that we have of each member of the school community;
- Provide guidance upon the implementation of a consistent approach to positive behaviour management;
- Provide guidance and support for staff when dealing with inappropriate behaviour.

## Relationship to Other Policies

This policy should be read in conjunction with policies on Bullying, Calming Room, Attendance, Restraint of Pupils, Teaching and Learning and Equality

## Principals for Managing Behaviour at Churchill school

1. Behaviour is a “school effectiveness issue.” Improved behaviour needs to be the measure of effective behaviour management strategies. There are no instant, “off the shelf” answers or solutions.
2. All those involved need to work to the agreed framework. Managing children’s behaviour effectively starts with adults managing their own.
3. Pupil behaviour is more appropriate when learning and teaching are of a high standard. All schools need staff who understand the nature of emotional and behavioural difficulties and who are able to distinguish these from sporadic misbehaviour and short term emotional difficulties. Young people need to be listened to. Inclusive practices benefit all. If pupils are to be treated equally, they need to be treated differently.
4. Behaviour management is everyone’s responsibility. All staff need to be agents of the behaviour policy. Self-esteem, which is the basis of positive behaviour, is everyone’s responsibility. Behaviour improves when staff and parents work closely together.
5. Positive approaches to behaviour management are more effective than sanctions. Communication to pupils needs to be positive and differentiated. Supportive pastoral systems can underpin all aims regarding behaviour.

## Rules, Rewards and Sanctions

The school has a discipline plan which consists of three parts.

1. Rules
2. Rewards
3. Sanctions

## Rewards

At Churchill we believe that the values and beliefs that underpin the positive climate for learning are best promoted when pupils feel secure and are appropriately rewarded for all aspects of their school life – including behaving as expected. Rewards are much more effective than punishment in motivating pupils. To secure the positive climate for learning, the school seeks to create an atmosphere where the emphasis is on praise and encouragement whilst accepting that there will be a need to support those who find it difficult to maintain acceptable behaviour and conduct.

**All positive behaviour is noted in some way. We praise and reward students for good behaviour in a variety of ways:**

- Teachers congratulate students giving verbal praise as appropriate. The school expects adults to use praise and encouragement statements at a ratio of at least 3:1 to every corrective statement and higher, particularly where relationships are being developed or re-established, or in re-enforcing desired behaviours. Praise needs to be accessible to all members of our school community and to be applied consistently. Praise may be given in a number of ways including directly to the pupil e.g. at meeting time or in a lesson or may be given to the parent via a phone call home.
- The school encourages all adults to recognise the efforts pupils make in lesson, in their positive behaviour and attendance, in the help and respect they offer adults and other pupils in school and in the community and in the way they treat the environment.
- Displaying work to build self-esteem including on the best work board
- We distribute stickers to pupils, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- Written comments, stars, symbols or stickers are placed on good work.
- Children are sent to a meaningful adult to receive praise e.g. a former teacher or senior member of staff.
- Certificates are awarded termly for good attendance.
- Positive comments are made to parents at the end of the day or via the Link Book.
- School Awards
- Privileges which may be appropriate to the child such as using the swing in the sensory room, having a walk outside or another form of movement break.
- House points
- Displaying work on the best work board

Staff will **not** give rewards:

- As bribes e.g. for classroom control
- If a child asks or demands
- In a way which could be expected to cause embarrassment.
- In a way in which devalues their worth to others.

The school acknowledges all the efforts and achievements of pupils, both in and out of school.

In addition each teaching area has a traffic light system. Each pupil starts each day on the “Green” light. Appropriate behaviour means that the student will remain there. One warning will be given for inappropriate behaviour and should this continue the pupil will be moved to “Amber”. Individuals can move from amber to red via the black should behaviour remain inappropriate. Pupils can however earn their way back to green. Consistently good and improving behaviour will be rewarded with pupils being moved onto the silver or gold.

## Sanctions

Sanctions are necessary for pupils who choose from time to time not to follow the School Rules and behave inappropriately. At Churchill we accept that it is our responsibility to support those pupils so that they can make better behaviour choices in the future. The available sanctions are to be used to promote and develop positive behaviour rather than that to be used as punishment or retribution, and all adults and pupils are expected to use the opportunities provided within the sanctions system to look to resolve the issues that have led to the inappropriate behaviour.

As much as there is an onus on pupils to take ownership of their behaviour, the school also expects all adults to maintain a professional approach in managing their own behaviour and in modelling expected behaviours when intervening and interacting with pupils.

Sanctions are more likely to promote positive behaviour and regular attendance if pupils see them being applied fairly and consistently.

We employ each sanction appropriately to each individual situation. Sanctions may include:

- One to one admonishment/verbal reprimand
- Removal from the group, working independently on a table, working in a work station
- Removal to another class to complete the work
- Re-doing a task or activity
- Tidying up the mess made/rectifying the damage
- apologising
- Writing a letter of apology
- Withdrawal from a particular lesson or peer group either to the calming room or the reflection room
- Withdrawal of access to some of the schools facilities e.g. lunchtime equipment
- Loss of minutes at break or lunch time
- Removal from enrichment
- Confiscation of pupil's property e.g. Mobile Phones
- Carrying out a useful task in school
- Phone call/email home
- A fixed period exclusion
- Permanent exclusion

Consequences (Appendix 1) also contain a serious clause, which involves sending for the Headteacher. Each class and area of the school has a red card. This is sent to the office, which indicates that the matter is serious and the Headteacher is required to attend immediately. Staff may also summon help on the walkie talkies available in each classroom. Parents are always informed by letter (see Appendix 2) or by telephone if there is a serious incident or persistent poor behaviour. Parents are invited to attend strategy meetings where individual behaviour programmes or pastoral support plans are planned. Parents will not normally be told about minor incidents but will be consulted about serious or repeated poor behaviour.

Adults are further expected to:

- Make clear they are dealing with the behaviour, rather than stigmatising the person
- Avoid early escalation by using preventative strategies to severe sanctions, reserving them for the most serious or persistent misbehaviour
- Avoid sanctions becoming cumulative and automatic (sanctions should always take account of individual needs, age and understanding)
- Avoid whole group sanctions that punish the innocent as well as the guilty
- Wherever possible, use sanctions that are a logical consequence of the pupil's inappropriate behaviour (for example, if work is not finished in class the teacher might make the pupil stay behind at break time to finish it off)
- Use sanctions to help the pupil and others to learn from mistakes and recognise how they can improve their behaviour (i.e. a learning outcome)
- When appropriate, use sanctions to put right harm caused
- Never issue a sanction that is humiliating or degrading
- Use sanctions in a calm and controlled manner
- Ensure that sanctions are seen as inevitable and consistent (pupils should know that a sanction, when mentioned, will be used)
- Attempt to link the concept of sanctions to the concept of choice, so that pupils see the connection between their own behaviour and its impact on themselves and others, and so increasingly take responsibility for their own behaviour
- Take account of individual circumstances.

- Encourage pupils to reflect on the effects of misbehaviour or absence on others in the school community, as part of everyday teaching and through the 'Restorative Justice' opportunities provided

Adults are therefore asked to:

- Deal with the issue as it occurs
- Make it clear that they are condemning the behaviour not the person
- Avoid early escalation to severe sanctions, reserving them for the most serious or persistent misbehaviour
- Avoid whole group sanctions that punish the innocent as well as the guilty
- Avoid humiliating or degrading sanctions

There are some general strategies that we can all employ such as:

- Position yourself where you can be seen by the whole group
- Regularly scan the whole group
- Do not turn your back to the pupils when assisting individual or groups
- Use a range of non-verbal strategies for both approval and disapproval of behaviour – e.g. sustained, relaxed eye contact, confident posture, gestures such as nods, smiles etc.
- Use a firm, calm voice for instructions and clarifying tasks
- Vary the volume and speed of speech to maintain interest
- Lower the voice rather than raise it to diffuse 'problematic' situations
- Move around the room
- Show your enthusiasm for your subject

Avoidance strategies

- Be organised and on time
- Have a positive or upbeat start to the lesson
- Be aware of your tone of voice – calm and persuasive rather than arrogant or condescending – and your body language
- Use your initiative, tailor what you planned in the light of what is actually happening
- Use learners' names
- Try to be relaxed and have a sense of humour (but never at someone else's expense)
- Give learners a choice, or a way out of situations that might escalate
- Deal with secondary issues later – loan a pen to those without but follow it up when it won't interfere with the flow of the lesson

'Diversionary' Strategies

- Give a difficult learner responsibility
- Change the subject
- Acknowledge the reason for any conflict / issue
- If appropriate, accept some responsibility for the situation and offer a new start
- Be aware of the differing needs of different learners; modify tasks or provide support
- Bring humour to the situation
- Talk about learners who have successfully dealt with similar situations

Importantly each child has a pupil profile which will detail specific strategies designed to assist with the management of their behaviour. These are updated at least termly but often more regularly.

## Restraint

The students can occasionally place themselves, others and the learning environment at risk. Staff are trained in restraint techniques and in addition to the above interventions, we recognise that on occasions physical intervention may be required to ensure that

- the safety and well-being of all students and staff is upheld;

- the fabric of the building, and its resources are preserved,
- the opportunity for teaching and learning to take place is maintained
- Teachers in our school do not hit, push or slap children. The actions that we take are in line with Government guidelines on the restraint of children.

*Restraint should only be used as a last resort, where there is risk of injury or harm. It is imperative that school staff who may have to use force on pupils have appropriate training in safe techniques of using restraint. De-escalation strategies must always be used as a first resort.*

### **The Rights and Responsibilities of the School**

The maintenance of the positive climate for learning in and around the school is the responsibility of all members of the school community. The primary responsibility for maintenance of the positive climate for learning in the classroom lies with the adults within the classroom

Rights	Responsibilities
<p>To make clear the school’s statutory power to discipline pupils and that pupils and parents will need to respect this</p> <p>To enforce their school behaviour policy – including rules and disciplinary measures</p> <p>To expect pupils and parents’ co-operation in maintaining an orderly climate for learning</p> <p>To expect pupils to respect the rights of other pupils and adults in the school, in the community and after school / weekend</p> <p>Not to tolerate violence, threatening behaviour or abuse by pupils or parents. If a parent does not conduct himself / herself properly, a school may ban them from the school premises and, if the parent continues to cause nuisance or disturbance, they may be liable to prosecution</p> <p>To take firm action against pupils who harass or denigrate teachers or other school staff, on or off premises after school and at weekends, engaging external support services, including the police as appropriate</p>	<p>To ensure the whole school community is consulted about the principles of the school behaviour policy</p> <p>To establish and communicate clearly measures to ensure good order, respect and discipline</p> <p>To co-operate and agree appropriate protocols with other schools in the local school partnership for behaviour and persistent absence</p> <p>To ensure the school behaviour policy does not discriminate against any pupils on e.g. grounds of race, gender, disability or sexual orientation and that it promotes good relations between different communities</p> <p>To ensure teachers’ roles in school discipline matters are consistent with the National Agreement Raising Standards and Tackling Workload and workforce remodelling agenda, so that there is due recognition of the enhanced roles of support staff and not all responsibilities are focused on teachers</p> <p>To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies</p> <p>To apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children and offering support as appropriate</p>

	<p>To make alternative provision from day 6 for fixed period excluded pupils, and where appropriate to arrange reintegration interviews for parents at the end of a fixed period exclusion</p> <p>To take all reasonable measures to protect the safety and well-being of staff and pupils, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying, physical and or threatening behaviour</p> <p>To ensure staff model good behaviour and never denigrate pupils or colleagues</p> <p>To promote positive behaviour through active development of pupils' social, emotional and behavioural skills</p> <p>To keep parents informed of their child's behaviour – good as well as bad, use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities</p> <p>To work with other agencies to promote community cohesion and safety</p>
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It is the responsibility of teachers to ensure that the school rules are displayed and enforced in their teaching groups, and that their pupils behave in a responsible manner during lesson time. (A copy of the school rules appears in Appendix 3 and a copy of rules for play/lunchtimes appears in Appendix 4)

The teacher discusses the school rules with each group regularly. The school rules have been kept to a minimum and use age appropriate vocabulary. In this way, every student in the school knows the standard of behaviour that we expect in our school.

The teacher treats each student fairly, and enforces the school rules consistently. Teachers treat all pupils in their groups with respect and understanding.

If a student misbehaves repeatedly in class, the teacher keeps a record of all such incidents. In the first instance, the teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the teacher seeks help and advice from the head of school.

The teacher liaises with external agencies, as necessary, to support and guide the progress of each student. The teacher may, for example, discuss the needs of a pupil with the Educational Psychologist.

## The Rights and Responsibilities of Parents

• Rights	• Responsibilities
<p>To contribute to the development of the school behaviour policy</p> <p>To be kept informed about their child's progress, including issues relating to their behaviour</p> <p>To expect their children to be safe, secure and respected in school</p> <p>To have any complaint they make about their child being bullied taken seriously by the school and investigated / resolved as necessary</p> <p>To appeal to the Headteacher / governors, and beyond that to the Secretary of State, if they believe the school has exercised its disciplinary authority unreasonable</p> <p>To appeal against a decision to exclude their child, first to the governing body of the school and then – in cases of permanent exclusion – to an independent appeal panel</p>	<p>To respect the school's behaviour policy and the disciplinary authority of school staff</p> <p>To help ensure that their child follows reasonable instructions by school staff and adheres to school rules</p> <p>To send their child to school each day punctually, suitably clothed, medicated if for eg ADHD, fed, rested and equipped and ready to learn</p> <p>To ensure school staff are aware of any SEN-related or other personal factors which may result in their child displaying behaviours outside the norm</p> <p>To be prepared to work with the school to support their child's positive behaviour</p> <p>To attend meetings with the Head or other school staff, if requested, to discuss their child's behaviour</p> <p>To adhere to the terms of any Parenting Contract or Order relating to their child's behaviour</p> <p>If their child is excluded from the school to ensure the child is not found in a public place during school hours in the first five days of exclusion and, if invited, to attend a reintegration interview with the school at the end of a fixed period exclusion</p>

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

We explain the school rules in the school prospectus, and we expect parents to read them and support them.

We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to discipline a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## The Rights and Responsibilities of Pupils

Rights	Responsibilities
To contribute to the development of the school behaviour policy, with every pupil involved in the consultation process	To follow reasonable instructions by school staff, obey school rules and accept sanctions in an appropriate way
To be taught in environments that are safe, conducive to learning and free from disruption	To act as positive ambassadors for the school when off school premises
To expect appropriate action from the school to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment	Not to bring inappropriate or unlawful items to school
To appeal to the Headteacher / governors, and beyond that to the Secretary of State, if they believe the school has exercised its disciplinary authority unreasonably	To show respect to school staff, community, fellow pupils, school property and the school environment during, after school and at weekends
	Never to denigrate, harm or bully other pupils or staff during, after school and at weekends
	To co-operate with and abide by any arrangements put in place to support their behaviour such as Pastoral Support Programmes or parenting Contracts

### Expectation for positive behaviour off the school site / after school hours / weekends

At Churchill we have high expectations of the behaviour of our pupils when off school premises or on school site after hours. This includes behaviour on activities arranged by the school, such as work experience placements, educational visits and sporting events; behaviour on the way to, at, and from school; and behaviour when wearing school uniform in a public place, or when on school site after hours. As such this policy has the following objectives in regulating behaviour off the school premises:

- To maintain good order on transport, educational visits or other placements such as work experience or college courses
- To secure behaviour which does not threaten the health or safety of pupils, staff or members of the public on or off the school site (during after-hours)
- To provide reassurance to members of the public about school care and control over pupils and thus protect the reputation of the school
- To provide protection to individual staff from harmful conduct by pupils of the school when not on the school site / or on the school site

To that extent, the school will:

- Work with transport providers to agree how behaviour on public or contract transport should be addressed
- Make explicit statements about how reward and consequences (including loss of access to transport) can improve behaviour
- Make our expectations clear through a 'safe travel' lesson as part of pupils' induction to the school
- Work with work experience providers and colleges to ensure the school / provider contract makes clear expectations of standards of behaviour and procedures to use in the case of poor conduct

- Liaise with local groups such as retail staff, residents associations and police to establish clear communication routes and operational strategies, particularly to manage complaints by individuals in the community
- Work with parents to show how they can report poor out-of-school behaviour of specific types by pupils
- Ensure that all applications for educational visits include clear statements to parents and pupils about behaviour standards and processes
- Ensure that the Headteacher should be explicit about levels of authority which are delegated to staff on educational visits
- Ensure that a contact strategy should be given to a senior leader so that advice for staff is available in a crisis, particularly on residential trips.

### **Abuse or intimidation of staff outside school**

At Churchill we will not tolerate abuse or intimidation of staff by pupils when not on the school site, and when not under the lawful control or charge of a member of staff of the school

Staff are made aware that:

- They have the same rights of protection from threat as any citizen in a public place
- They should use their professional judgement about immediate action to take in circumstances where a number of young people are present and displaying intimidating behaviour
- Their first concern must be for their own personal safety
- They should make clear that the pupil has been recognised, even if in a group of young people
- They should then use the judgement about how to leave a difficult situation without provoking further confrontation

### **Confiscation**

As with other sanctions, the sanction of confiscation must be applied in a reasonable and proportionate way. The aim pursued in confiscating property is maintaining an environment conducive to learning – one which safeguards the rights of other pupils to be educated with regard to health and safety, threats to good order, uniform violation, the ethos of the school.

Some material is inappropriate or illegal for a child to have such as cigarette lighter, racist or pornographic material. This material should be referred to Headteacher who will decide on most appropriate action to take, followed by a letter to parents / carers confirming the reason for such action. The material may need to be stored safely until a reasonable family adult can come to retrieve them if appropriate.

A pupil might reasonably be asked to turn out their pockets or to hand over an item such as a personal music player that is causing disruption, and the school might use its legal power to discipline the pupil if he / she unreasonably refuses to co-operate. Staff should note however that the legal power to search pupils currently only extends to weapons and to authorised adults only.

It should also be noted that, while confiscation of a mobile phone is legitimate if reasonably and appropriately done so, searching through a phone or accessing text messages without the pupil's permission is not. In some circumstances it may be reasonable for a member of staff to ask a pupil to reveal a message for the purpose of establishing whether cyber bullying has occurred, for instance, but if the pupil refuses then the member of staff should not enforce the instruction. The staff member can, however, legitimately issue a disciplinary penalty for failure to follow a reasonable instruction if appropriate.

### **Weapons, Drugs and Stolen Property**

A separate legal provision in the Violent Crime Reduction Act 2006, inserted in the Education Act 1996, makes it lawful for authorised school staff to search suspected pupils for knives or other weapons without consent. At Churchill the Headteacher and Executive Principal are authorised to search without consent, using agreed methods,

On no account should any other adult attempt to carry out a search of a pupils' property or clothing for any reason. Suspected pupils should be referred to (the personnel named above) who will then decide on the most appropriate action to take.

### **Fixed Term and Permanent Exclusions**

We do not wish to exclude any child from school, but sometimes this may be necessary. Only the Headteacher or Executive Principal has the power to exclude a child from school. The Head may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the Head may exclude a child permanently. It is also possible for the Head to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Head informs the Local Authority and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the Head.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the commissioning authority, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Head must comply with this ruling.

### **Roles and Responsibilities**

The Governing Body is responsible for the regular review and evaluation of the Behaviour Management policy and procedures. The Executive Principal is responsible for overseeing the effectiveness of the policy in action.

Responsibility for implementation and day-to-day management of policy and procedures rests with the Head of School. The Leadership Team and teaching teams work in partnership to ensure that the policy and procedures are followed. Managing behaviour is the responsibility of every member of staff and Inset time will be devoted to staff training for teaching and support staff and the sharing of good practice at regular staff meetings.

### **Monitoring and Evaluation**

The Governing body will evaluate the impact of the policy by receiving data from the Headteacher analysed by year group, gender and ethnicity on:

- Number and range of rewards for good behaviour each term
- Number of fixed-term and permanent exclusions and seclusions
- Number of time outs, detentions and other analysis of behaviour
- Instances of bullying and action taken
- Support provided for victims
- Prior to any review of the policy, feedback will be sought from the School Council, staff and parents on the effectiveness of the policy.

## Review

This policy will be reviewed in line with the school's policy review programme.

<b>Author</b>	<b>Date</b>	<b>Frequency of Review</b>
Georgina Ellis	Spring Term 2020	Annual

## Appendix 1

### Hierarchy of Interventions

Type of behaviour	Likely/Possible intervention
Signs of unacceptable behaviour (e.g. low level disruption in class, failure to follow staff instructions, lateness to lessons, poor organisation, breaking school rules)	Teacher/Teaching Assistant will talk to student and provide support/guidance if applicable. Use of individual support strategies/resources (e.g. social stories, personalised reward systems, visual timetables, task boards) Note in home school contact book if appropriate. Verbal warning, with positive suggestion for alternative behaviour.
Persistent poor behaviour or inappropriate comments or gestures.	Discussion in staff sharing meetings. Issuing of additional sanctions, Report/target sheets; Strategies agreed by key staff and the Leadership Team; Parents informed by letter and/or asked to attend meeting to discuss strategies; withdrawal of privileges. On-going monitoring and recording of behaviour by the staff. Introduction of Behaviour Support Plan.
Failure to improve. Serious incidents. Repeat offences.	Behaviour Support Plan in place. Behaviour contract. Internal exclusion; fixed term exclusion, return to school only after formal meeting with member of SMT.  Reparation of any kind to reimburse loss  Review of placement/Statement to determine whether additional support needs to be put in place to maintain the student's place at the school; or whether their needs have changed and can no longer be met within the provision.
No consistent or sustained improvement following the above intervention	Review of placement/Statement to determine whether additional support needs to be put in place to maintain the student's place at the school; or whether their needs have changed and can no longer be met within the provision.  Permanent exclusion is an option for the school under exceptional circumstances, but is unlikely to be used other than in extreme circumstances as a final resort

**Appendix 2**

To the parent/carer of:

Dear Parent

Today during lunchtime your child ..... behaved in an unacceptable/dangerous manner

by ..... Please talk to him/her about this behaviour as it affects not only your child

but other children as well.

Please fill in the slip below and return it to school tomorrow.

Yours sincerely,

Georgina Ellis  
Headteacher

✂.....

Mrs. Ellis

I/We have received your letter dated ..... concerning .....

behaviour. I/We have talked to ..... about this matter and will work with you to ensure it doesn't happen

again.

Signed ..... Parent/Carer

## Appendix 3

### School Rules

Follow instructions  
Do as you are asked by all members of staff

Be polite and use good manners  
Always speak nicely to everyone

Be honest, kind and helpful

Be a good friend  
Be gentle and never hurt anyone

Move safely and quietly around the school

Take care of all property

Concentrate on your work  
Do your best

When pupils are in Samuel Ward they will be expected to know the acrostic **PERFORM** which supports the Academy's behaviour policy

**P = Positively participate in all tasks**

**E = Encourage everyone with kindness and fairness**

**R = Respect each other and the environment at all times**

**F = Follow instructions immediately**

**O = On task always**

**R = Ready to learn with resilience and responsibility**

**M = Make the most of yourself, be trustworthy and honest**

## **Appendix 4**

### **Breaktimes**

1. The members of staff on duty must be out there as quickly as possible at the start of play to ensure that the outside area is supervised for the whole break. Any member of staff available may deal with incidents.
2. If an incident does arise the staff on duty must deal with it appropriately and inform the class teacher or the Head of school at the end of break if necessary.
3. If a serious incident occurs where the Head is urgently required he or she should be sent for immediately.
4. Staff are on duty must ensure they are spread around the outside area ensuring that lines of sight are maintained across as wide an area as possible. The areas down the side of the building should be checked regularly.
5. Make sure pupils know expectations of where they can play.

### **Rules for Breaktimes and Lunchtimes**

- We will ALL be responsible for our OWN good behaviour
- We will NOT damage the nature surrounding the school
- We will NOT go in the 'out of bounds' areas
- We will ALL be kind & polite & respectful to everyone
- We will respect the equipment & school property

If a child is following a particular behaviour programme the class teacher must inform the dinner supervisors and support staff to ensure there is continuity of approach.

### **The End of The School Day**

Pupils are dismissed from the school directly to parents/carers or taxi drivers.

### **Bad Weather Days (Rain, Frost, Snow, Extreme Cold)**

1. The teacher(s) on duty should make the decision to stay inside
2. A member of staff must be in each classroom so that all pupils are supervised. Each class teacher should have a clear routine for the children to follow.
3. Teachers on duty during bad weather days should ensure that all classrooms are supervised promptly and should make a point of circulating each classroom under their supervision as often as possible.
4. Class teachers must ensure that they collect children/return to their classrooms promptly at the end of breaktimes and lunchtimes.

## **Appendix 5**

**At Churchill School the following sanctions are deemed to be inappropriate and will not be used.**

- Negative comments – especially about the person
- Punishing a whole group
- Threatening and not carrying through those threats
- Intimidating, shouting
- Put downs and sarcasm
- Ridicule or humiliation
- Causing intentional embarrassment
- Labelling the child instead of confronting their action and behaviour

**The following sanctions are STRICTLY PROHIBITED under the National Minimum Standards**

- Corporal punishment including slapping, throwing missiles and rough handling.  
(Hold or restraint is permissible to avert an immediate danger of personal injury to the child or another person, or other reason as outlined in the School's Physical Restraint Policy, available on request)
- Deprivation of food or drink. Force feeding of food or drink.
- Requirement to wear distinctive or inappropriate clothes.
- The use of or withholding of medication or medical aids or equipment.
- Withholding of any necessary aids or equipment
- The locking of a child in a single room at any time, even when accompanied by an adult.
- Using fines other than by way of reparation
- Prevention of normal contact by telephone or letter with parents/carers, or appropriate independent listener or helpline
- Intimate physical examination