



Shiplake CE Primary School

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Headteacher

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Miss L Leadbetter

Chair of Governors

Mrs S Blomfield

Reviewed and ratified by FGB 2018

BEHAVIOUR POLICY

Shiplake School believes in respect for others within a spiritual and cultural context. Our values will be developed through collective worship and PSHE as well as through the ethos of the school.

Statement of Shared Values

- Shiplake School will provide a safe, secure environment for pupils in which effective learning can take place.
- We recognize the worth of every pupil and believe in mutual respect, self-discipline and responsibility to others
- We believe in responding positively to children's needs
- We believe that a sense of community and shared beliefs lie at the heart of an effective approach to behavior
- We encourage and celebrate a broad range of achievements so that all pupils have the opportunity to experience success
- We believe that the joint participation of teachers, support staff, pupils and parents is essential in the development of good behaviour
- We believe that discipline involves rules and boundaries and these need to be made explicit to children to ensure everyone's happiness and development can flourish

Whole School Policy

Our policy aims to identify the behaviour that our school wishes to see in all areas of school life, that is: Behaviour in the classroom, playground behaviour, behaviour whilst moving about the school, and behaviour on the way to and from school and out on visits.



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www.shiplakeprimary.org.uk



Code of Conduct

We want our children to be happy. When children are happy they are likely to learn more effectively. The school's Rules' were developed following consultation with all the children, through the School Parliament.

Rewards

'Children (earlier than we think) are very sensible of praise and commendation. They find a pleasure in being esteemed and valued especially by their parents, and those on whom they depend'

John Locke (17th Century)

We believe in rewarding better work, positive attitudes, successes, effort, participation in activities - whether in or out of school, as well as good or improved attendance in addition to punctuality. Children have behaviour expectations made explicit to them, to encourage them to behave in a way which is appropriate to our school environment and beyond.

Reasons for Reward

The reasons we put so much effort into this important area of school life are many and include:

- The desire to motivate all pupils
- The need to create a positive classroom environment where children feel happy and secure
- The importance of raising self-esteem particularly with children who find school work difficult
- The need to be consistent with pupils by using praise in order to encourage good behaviour
- To encourage children to attend school regularly and to arrive on time.

Praise and Recognition

Main areas of Reward

- a) Verbal reward – a 'well done' or 'thank you', a quiet positive comment or praise shared with the child's peers
- b) Additional rewards – house points given. A feature of every class is the positive and encouraging comments in workbooks or home/school books and their stickers or golden time earned for good behaviour. Also, children from each class receive special mention in front of the gathered school in our Friday 'Achievement Assembly'
- c) Headteachers Award sticker given for excellent work or behaviour. Or a sticker saying the Headteachers name followed by 'says well done'

Sanctions

'Reducing bad behaviour is a realistic aim, eliminating it completely is not. Historical and international comparisons help to illustrate this obvious but important point. Children need to re-discover where the boundaries of acceptable behaviour lie. It is natural for them to test these boundaries to confirm their location and, in some cases, for the excitement of the challenge. The proper answer to such testing is to confirm the existence of the boundaries, and to do so firmly, unequivocally and at once. An uncertain or delayed response invites renewed challenges, which can draw children into more serious misbehaviour. They should be left in no doubt what is and what is not acceptable behaviour. A lack of firmness and clarity does no service to children.'

Lord Elton

(Chairman of the Committee of Enquiry into Discipline in Schools)

The school's 'Assertive Discipline Plan' consists of three parts

- Rules that pupils must follow at all times
- Positive recognition for pupils who follow these rules
- Sanctions that result when pupils choose not to follow the rules

If a child engages in behaviour which prevents a class from functioning effectively an additional set of measures will be taken – personalized for individuals.

Minor Behaviour Problems

Most of our children are very well behaved, but occasionally we have to deal with minor transgressions- such as children falling out with one another or being unkind. A child may let his/her standards slip for a moment in class or may run from class to the playground rather than walking. For these not so serious matters we have a number of approaches with the most appropriate ones being chosen to suit the situation. This may take the form of a 'talk' with the teacher, an apology (particularly to the aggrieved party), a letter of apology, etc.

More Serious Behaviour Problems

Serious behaviour problems are rare in our school and may be defined as follows:

- If a child willfully inflicts physical harm on another child or adult
- If a child willfully destroys property
- If a child refuses to do what is requested of them
- If a child engages in behaviour that disrupts or stops the class from functioning

When such behaviour occurs the problem will be discussed with the child to ensure that they fully understand what they have done wrong and as appropriate, the following action will be taken:

- (a) The child will be sent to the Headteacher
- (b) Parents will be informed verbally or by letter/email and a meeting arranged to discuss the problem in very severe cases

Persistent poor lunchtime behaviour will result in the child being sent home for the lunchtime period for up to 1 week. Continual lack of behaviour control will result in exclusions being considered.

Individual Behaviour Problems

If a general discipline plan is not effective with a pupil, the school will establish an individual behaviour plan with him or her. This will involve placing the child on the *Special Needs Register* and establishing a plan of action designed to meet the unique needs of the individual concerned. This plan will require the active involvement and support of parents.

The plan will include:

- Specific, attainable targets expected of the pupil (no more than three targets)
- Rewards that will be given when the pupil does behave
- Sanctions that will follow should the pupil continue to misbehave
- A relatively short time-scale before review

Bullying

Our children rightly have a reputation for caring for, and considering others. The school takes any allegation of bullying seriously. Bullying may be defined as a deliberate attempt to hurt, tease, torment, threaten or frighten someone repeatedly, over time. It can be physical, mental/emotional and/or verbal in nature. Bullying in any of its manifestations will not be tolerated and will be followed up immediately by staff. It may result in a meeting with the child's parents and regular short time reviews to be initiated. If required, referring to the school counsellor can be considered for both the alleged bully and child being bullied. The school has a trained Anti Bullying Leader and children who are Anti bullying Ambassadors. We follow the All Together Program through the Anti-Bullying Alliance. The school has a separate Anti-Bullying Policy which is available.

Behaviour Log

Serious incidents of misbehaviour will be reported in the School's Behaviour Log and parents will be contacted. Each class also has Cause for Concern/Behaviour files where all incidents are written up and recorded.

Lunchtime/Playground Behaviour

Behaviour problems can occur in the playground. The school has in place a number of strategies to help develop a harmonious relationship between children at these times. There is an informal zoning of the playground to allow for different kinds of activities, playground marking encourages play activities and the school sometimes provides play equipment for playtime activity. Children have a choice as to what playground they go on during playtimes on specific days. This allows the children to make decisions about who they play with and where they play.

Wet Playtimes

The teacher on duty will make the decision, with all classes being informed before playtime. Each class has 'wet weather' activities for children to use when they have to stay indoors.

Mid-day Assistants

The school recognizes the important role of Mid-day Assistants, who feed back to the Headteacher, Deputy Headteacher or Bursar any concerns they may have. As well as Mid-day supervisors, there are specific Teaching Assistants on duty each day so the children always have someone to go to if they need help or support.

Parent Partnership

Parents are the most important, influential people in a child's life. Children spend much more time at home than they do in school. We have always welcomed the involvement of parents in the education of their children. Classroom assistance too has always been appreciated. We believe that it is only by strengthening the links between home and school that we can provide the stability necessary for the development of the whole child. It is important that parents and school share a sense of what is and what is not acceptable behaviour.

- Staff, parents and governors must share the same aims and objectives.
- The opinions of all should be valued.
- The open door policy operated by the school together with the many opportunities sought to develop the relationship with parents all contribute towards an understanding of each other.

The Home-School Agreement is a document forged from communication with parents and children. It is also a document to be signed by all that are involved in the Partnership. If the school's behaviour policy is to be truly effective it requires the will and the co-operation of all parties working together. Parents are requested to complete a Parents and Carers Code of

Conduct document every year to ensure relationships between home and school continue in a respectful and positive way. (Attached in Appendix 1) .

Staff Training

The vast majority of staff have received Team Teach training and some have completed the extended training to enable any children who may display behaviour difficulties to be supported both appropriately and safely.

Shiplake Church of England Primary School

Code of Conduct for Parents and Carers

The Governors of Shiplake Church of England Primary School have chosen to adopt this model policy, issued by Oxfordshire County Council.

At Shiplake Church of England Primary School we are very proud and fortunate to have a very dedicated and supportive school community. At our school the Parent body, staff, governors, parents and carers alike all recognise that the education of our children is a partnership process between all these parties.

As a partnership we are all aware of the importance of good working relationships and all recognise the importance of solid working relationships to equip all of our children with the necessary skills for adulthood.

For these reasons we will continue to welcome and encourage parents and carers to participate fully in the life of our school.

The purpose of this policy is to provide a reminder to all parents, carers and visitors to our school about the expectations around the conduct of all parents and visitors connected to our school.

We understand that everyday frustrations can cause misunderstandings and have a negative impact on our relationships. Establishing where this happens, that we remain committed to resolving difficulties in a constructive manner through open positive dialogue is however essential.

In this way we can continue to flourish and progress to achieve, in an atmosphere of mutual understanding.

Our school already has a code of conduct for all our employees but this code is aimed at the wider school community so that all can see and understand the expectations on the behaviour of all visitors or those connected with the school. The policy aims to clarify the types of behaviour that will not be tolerated and seeks parental sign up to these expectations. The policy also sets out the actions the school can take should this code be ignored or where breaches occur.

Behaviour that will not be tolerated:

- Disruptive behaviour which interferes or threatens to interfere with any of the schools normal operation or activities anywhere on the school premises.
- Unsafe parking around or on the school site.
- Any inappropriate behaviour on the school premises.
- Using loud or offensive language or displaying temper.
- Threatening in any way, a member of staff, visitor, fellow parent/carer or pupil.

- Damaging or destroying school property.
- Sending abusive or threatening emails or text/voicemail/phone messages or other written communications (including social media) to anyone within the school community.
- Defamatory, offensive or derogatory comments regarding the school or any of the pupils/parents/staff/governors at the school on Facebook or other sites.
- The use of physical, verbal or written aggression towards another adult or child. This includes physical punishment of your own child on school premises.
- Approaching someone else's child in order to discuss or chastise them because of the actions of this child towards their own child. (Such an approach to a child may be seen to be an assault on that child and may have legal consequences).
- Smoking, taking illegal drugs or the consumption of alcohol on school premises. (Alcohol may only be consumed during authorised events).
- Dogs being brought on to the school premises. (other than guide dogs or assistance dogs).

Should **any** of the above occur on school premises or in connection with school the school may feel it is necessary to take action by contacting the appropriate authorities and/or sadly, consider banning the offending adult from entering the school premises altogether.

Thank you for abiding by this policy in our school. Together we create a positive and uplifting environment not only for the children but also all who work and visit our school.

Please note: can parents/carers please make sure all persons collecting their children are aware of this policy.

What happens if someone ignores or breaks the code?

In the event of any parent/carer or visitor of the school breaking this code then proportionate actions will be taken.

In cases where the unacceptable behaviour is considered to be a serious and potentially criminal matter the concerns will in the first instance be referred to Thames Valley Police. This will include any or all cases of threats or violence and actual violence to any child, staff or governor in the school. This will also include anything that could be seen as a sign of harassment of any member of the school community, such as - any form of insulting social media post or any form of social media cyber bullying. In cases where evidence suggests that behaviour would be tantamount to libel or slander then the school will refer the matter to the County Council's Legal Team for further action. In cases where the code of conduct has been broken but the breach was not libellous, slanderous or a criminal matter, then the school will send out a formal letter to the parent/carer with an invite to a meeting.

If the parent/carer refuses to attend the meeting then the school will write to the parent/carer and ask them to stop the behaviour causing the concern and warn that if they do not they may be banned from the school premises. If after this behaviour continues the parent/carer will again be written to and informed that a ban is now in place.

Note: (1) a ban from the school can be introduced without having to go through all the steps offered above in more serious cases.

(2) Site bans will normally be limited in the first instance.

Complaints

This code of conduct does not prevent parent/carers from raising a legitimate complaint in an appropriate fashion.

In most cases we hope that all complaints and concerns can be resolved through open dialogue with class teachers or other members of staff as appropriate.

Where you are not satisfied with responses received however, we would ask that you then follow the complaints procedure as laid out in our school complaints policy. This is available on the schools website but if you would prefer please contact the school office and we can arrange for a hard copy to be made available.

Issues of conduct with the use of Social Media

Most people take part in online activities and social media. It's fun, interesting and keeps us connected.

There are various online school groups managed by parents for parents, such as PTFA Facebook pages. They can be a wonderful source of knowledge and offer signposting opportunities. We encourage you to and positively participate if you wish.

Within these spaces however we ask that you use common sense when discussing school life online and adhere to the PTFA Facebook Policy.

Think before you post

We ask that social media, whether public or private, should not be used to fuel campaigns and voice complaints against the school, school staff, parents or pupils.

If parents have any concerns about their child in relation to the school as we have said above they should:

1. Initially contact the class teacher
2. If the concern remains they should contact the head teacher
3. If still unresolved, the school governors through the complaints procedure

They should not use social media as a medium to air any concerns or grievances.

Online activity which we consider inappropriate:

- Identifying or posting images/videos of pupils

- Abusive or personal comments about staff, pupils or other parents
- Bringing the school in disrepute
- Posting defamatory or libellous comments
- Emails circulated or sent directly with abusive or personal comments about staff or pupils
- Using social media to publicly challenge school policies or discuss issues about children
- Threatening behaviour, such as verbally intimidating staff, or using bad language
- Breaching school security procedures

At our school we take our safeguarding responsibilities seriously and will deal with any reported incidents appropriately in line with the actions outlined above.

Appendix (1)

Our Agreement

(to be completed and returned by each family ANNUALLY)

Parent/Carers name:

Child or children's name:

Please delete as appropriate:

YES / NO I have read and agree to follow the code of conduct.

YES / NO I understand that if I break the code of conduct then
the school will take appropriate action in line with
the detail of the policy.

Signed:

Date: