



# THE CHORISTER SCHOOL

DURHAM CATHEDRAL

## BEHAVIOUR MANAGEMENT POLICY 2018

The Chorister School aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards. We promote trust and mutual respect for everyone. We believe that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We develop qualities of team-work and leadership through our extensive programme of extra-curricular activities.

The Chorister School is an inclusive community. We welcome pupils from a wide spectrum of ethnic and social backgrounds and faiths. We endeavour to meet the needs of all children, including those with emotional and behavioural difficulties. We treat everyone as an individual and aim to develop the whole person equipped to take their place in the modern world.

### **Code of conduct**

The Chorister School community of Governors, Staff, Parents and Pupils adheres to a code of conduct, rather than to lists of rules. The Chorister School sees education as a partnership.

Our Staff is committed to excellence, aiming to achieve a spirit of trust and cooperation. We expect the highest values and standards of behaviour, both inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school.

We expect pupils to treat staff and each other with consideration and good manners and to respond positively to the opportunities and demands of school life. They should follow the school's guidelines.

Everyone has a right to feel secure and to be treated with respect, particularly the vulnerable. Harassment and bullying will not be tolerated. Our Anti-bullying policy is set out in a separate document which is available on the school website. The school is strongly committed to promoting equal opportunities for all, regardless of race, religion, culture, gender, gender orientation, physical disabilities or special education needs. We are mindful of the special educational needs or disabilities of pupils and can adapt practice to accommodate these. The Chorister School acknowledges its responsibilities under the Equality Act 2010 in respect of Safeguarding and in respect of pupils with Special Educational Needs and Disabilities (SEND.)

We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the school's attendance policy. They

should care for the buildings, equipment and furniture. We expect pupils to behave at all times in a manner that reflects the best interests of the whole community.

Behaviour which, in any way, disrupts learning, is unacceptable in our school, and through the constant promotion of positive behaviour, we seek to minimise, if not eliminate any such behaviour.

Staff will not threaten or use any form of corporal punishment when setting out its sanctions for poor behaviour amongst pupils. Corporal punishment is illegal in all circumstances.

The Chorister School reserves the right to take disciplinary action against pupils who are found to have made malicious accusations, whether against other pupils, staff or other individuals, which might include any of the actions listed below (up to and including suspension/exclusion). Records of sanctions for serious misbehaviour are kept so that patterns may be identified.

### **Involvement of parents and guardians**

Parents and Guardians who accept a place for their child at The Chorister School undertake to uphold the school's policies and regulations, including this policy. They will support the school's values in matters such as attendance and punctuality, behaviour, uniform and appearance, standards of academic work, extra-curricular activities and prep (homework). Please note that it is the Governors' policy usually not to allow holidays to be taken during term.

### **Involvement of pupils**

Our experience shows that the ethos of and respect for the school is enhanced by listening to our pupils and by encouraging constructive suggestions from them. e.g. via the School Council, which meets regularly.

### **Chorister School Behaviour Guidelines**

The school guidelines are designed to encourage positive behaviour and self-discipline. Its sanctions are to help us to manage challenging behaviour. Appendix 1 shows the guidelines for behaviour. They may change from time to time. Parents and Guardians undertake to support the authority of the Headmaster in enforcing them in a fair manner that is designed to safeguard the welfare of the community as a whole.

The Headmaster, the Head of Pastoral Care and the teaching staff undertake to apply any sanctions fairly, and, where appropriate, after due investigative action has taken place. Sanctions may undergo reasonable change from time to time; but will not involve any form of unlawful or degrading activity. Examples of sanctions include: short time aside for reflection, detention, withdrawal of privileges, assistance with domestic tasks, such as collecting litter, suspension for a specified period, removal or expulsion. Under all

circumstances we reject corporal punishment; it is never used or threatened. The school's policy on Rewards, Discipline and Sanctions can be found on the school website.

**EYFS – see separate policy commencing on page 9.**

### **Key Stage 1**

Silver and Gold Classes (KS1) have a 20 minute session of 'Golden Time' at the end of the week as a reward for following 'The Golden Rules'. Children in these classes can work towards an enhanced Golden Time, by showing particular mindfulness for the rules as they work, play and move about school. Each class teacher has a system which enables the children to earn tokens. When a predetermined target is met children will receive an enhanced Golden Time which they have chosen as a class (by a democratic vote). This may be a DVD during Golden Time, special toys or snacks.

As in EYFS children who do not adhere to The Golden Rules will initially be given a warning. This will include the teacher or TA reminding them which rule they have broken, and what they can do to resolve this situation. If the child continues not to follow the rule they will be given a time out in the form of thinking time. This will involve the child leaving the activity in which they are engaged for a short time to reflect on their behaviour. The time out will end with the teacher, or TA, discussing with the child why a time out was necessary, and how the child can modify their behaviour in order to successfully join the class again.

#### Golden Rules in Pre-Prep and Pre-School

Be kind and helpful

Be gentle

Listen to others

Work together (Pre-School) Work Hard (Purple, Silver, Gold)

Be honest

Look after property

### **Key Stage 2**

#### Golden Rules in Prep School

Do work hard; don't waste time.

Do be gentle; don't hurt anybody.

Do listen to people; don't interrupt.

Do be honest; don't cover up the truth.

Do look after property: don't waste time or damage things.

Do be kind and helpful; don't hurt people's feelings.

The staff will consider whether behaviour under review gives any cause to suspect that a child is suffering, or is likely to suffer, significant harm and if this is the case the school's Safeguarding procedures would be followed.

Reasonable adjustments will be made in the application of this policy to vulnerable pupils including those who are disabled, children with SEN including behavioural issues and children at risk.

## **Teaching and learning**

The Chorister School aims to raise the aspirations of all its pupils and to help them to appreciate that there are no barriers to their potential achievements both inside and outside the classroom. Pupils are encouraged to take responsibility for their own learning. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way. Our teaching staff offer every child a high level of individual attention, together with consistent and helpful advice. In return, we expect every pupil to cooperate and to work hard.

## **References**

Reference has been made to 'Behaviour and Discipline in School' Department for Education January 2016, 'Preventing and Tackling Bullying' Department for Education July 2017, 'Use of Reasonable Force' Department for Education reviewed July 2015.

Other school policies that should be referred to include 'Admissions', 'Anti-Bullying', 'Safeguarding', 'Complaints', 'Rewards Discipline and Sanctions', 'Equal Opportunities', 'SEN and Disabilities and Learning Support'.

## **Review**

This policy will be reviewed in September 2018

## Appendix 1: The Chorister School Behaviour Guidelines



The Chorister School

We expect all members of the School Community to be:

Honest and Polite

Well behaved

Hard working

Caring for ourselves and others

Caring for property and our environment

Well presented

Independent

A good sport and a team player

Attentive and Participative

Open minded

Tolerant



The Chorister School

## **Moving about School**

No running in the building

Walk quietly

When using stairs, take one step at a time

Talk quietly

Keep to the left

Use good manners at all times, and specifically at doorways

Be aware of visitors



The Chorister School

## Listening Instructions

Pupils are encouraged to engage with staff instructions quickly and responsively.

The School prefers not to resort to the raising of voices to effect attention from children.

Children are expected to

- 1 Stop what you are doing
- 2 Empty your hands
- 3 Eyes on me
- 4 Keep your voice silent
- 5 Keep still
- 6 Keep listening until the staff member has finished



The Chorister School

## Visitors

Welcome visitors (wearing official badge)

Hold doors open for our guests

Stand up if visitors come into our room

Stop if visitors are on the stairs

Are sensible and informative if spoken to

Always use good manners

# EYFS POSITIVE BEHAVIOUR MANAGEMENT POLICY

2018

## Philosophy

At the Chorister School Pre-School and Purple Class (Early Years Foundation Stage 3-5yrs) we believe that children flourish best when they know how they are expected to behave and should be free to play and learn without fear of being hurt or unfairly restricted by anyone else. We aim to offer new opportunities and experiences for all the children within our care whilst encouraging positive behaviour. These opportunities will help them to feel safe to develop:

- personally
- socially
- academically.

All full-time EYFS staff have overall responsibility for issues concerning behaviour. These members of staff are Mrs Alison Jenkinson, Miss Nicola Robinson, Mrs Michelle Emberson, and Mrs Jennifer Hebblethwaite.

Our named EYFS teacher with main responsibilities for Early Years Behaviour Management issues is Mrs Alison Jenkinson (Head of EYFS). The overall responsibility of pastoral care in the whole school is Mr Gary Brown. It is essential that we all work together to ensure uniformity and consistency in the messages we give to children.

## Aims and Objectives:

- To establish a clear set of responsibilities for all those who teach, work and learn in the Pre-School and Purple (Reception) Class that will then continue and progress through to the Pre-Prep and the Prep School.
- To promote positive attitudes amongst everyone in the Pre-School and Purple classes.
- To reward positive behaviour.
- To create a climate in which children feel secure and where they can learn to respect themselves and other people.
- To make young learners aware of the part they play in achieving acceptable positive behaviour.

This code of behaviour should be fairly, firmly and consistently applied to develop:

- Good behaviour
- Independence
- Self esteem

- confidence

## **Implementing Positive Behaviour**

Where possible, all furniture, toys, equipment, displays and child's own work are near to child height, to allow them to explore through play and to learn to share with others. This also enables them to communicate together.

We praise and endorse desirable behaviour such as kindness and willingness to share. This is particularly promoted by using stickers and the staff having special helpers or giving responsibilities to children at different times of the day. Staff encourage positive behaviour with regular praise such as 'good listening' and 'good sitting'. This gives the children realistic goals to achieve.

Throughout Pre-Prep we follow the 'Golden Rules' as a guide to appropriate behaviour. These mirror the Guidelines for Behaviour, Moving about School Guidelines, Listening Instructions and Visitors Instructions used in the Prep School. However, they are phrased in a way which is more appropriate for the age of children in Pre-Prep.

Purple Class work towards an enhanced 'Golden Time', by showing particular mindfulness for the rules as they work, play and move about school. A system is in place which enables the children to earn tokens. When a predetermined target is met children will receive an enhanced Golden Time which they have chosen as a class (by a democratic vote). This may be a DVD during Golden Time, special toys or snacks.

### **Golden Rules**

#### **Pre-School**

Be kind and helpful  
Be gentle  
Listen to others  
Work together  
Be honest  
Look after things

#### **Purple**

Be kind and helpful  
Be gentle  
Listen to others  
Work hard  
Be honest  
Look after property

Pre-School and Purple Staff (EYFS) use a system of reinforcing praise at every opportunity when children are 'being kind' or 'helpful' etc. Rules are reinforced through books, photographs and discussion with the children showing positive behaviour. Unacceptable behaviour is handled in ways that are appropriate to the ages and stages of development for each child. An instant 'Thinking Time' system is used in Pre-School and Purple Class. For example, if unacceptable behaviour persists after being given a warning, we will use strategies of distraction, discussion or by withdrawing the child from the situation. 'Thinking Time' spots and seats are used in Pre-School and Purple classes, for children who are withdrawn from a situation. They will talk with staff about their actions in an appropriate way and talk about ways to improve their behaviour.

We avoid creating situations in which children receive adult attention only in return for undesirable behaviour. All the children are encouraged to say sorry and may be asked to play at a new activity. We never use the word 'naughty' and physical punishment is never used. We do not threaten physical punishment, and do not threaten any punishment which could adversely affect a child's well-being. Children are encouraged not to use this undesirable behaviour towards others.

We consistently try to help children to see what the 'right thing to do' would be, and how to react more appropriately. We talk about how they are feeling and how they may be making others feel.

In cases of serious misbehaviour, such as racial or other abuse, we immediately make clear the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.

### **Parental involvement**

It is important that all parents understand and agree with the Pre-School and Purple class Positive Behaviour Management Policy. The staff believes in a partnership between home/school/parent/teachers/key persons. Behaviour management techniques used within the Pre-School and Purple Class are discussed with parents at the beginning of their time with us. (They are reinforced in the School handbooks.) We operate an 'Open door' policy with parents, welcoming discussion about their child's development, including their ability to make positive relationships with others, manage their feelings and behaviour, and their self-confidence and self-esteem.

We stress what is positive and use every opportunity to reinforce the best in every individual.

The child's key person regularly informs parents about their children's behaviour. We work with parents to address recurring unacceptable behaviour, using objective observations to help us to understand the cause and decide jointly how to respond appropriately.

### **Staff Responsibilities in promoting Positive Behaviour**

- We require all staff and students to provide a positive role model of behaviour by treating children, parents and one another with friendliness, care and courtesy. Regular staff meetings and supervision meetings enable us to review our behaviour management techniques and policy and through regular child and staff observations.
- We have allocated lunch breaks to allow staff to have a break and to come back refreshed and motivated to encourage positive role models within the rooms.

- We work at child height and to give eye contact to children when talking to them to encourage good communication with the children and to prevent frustration.
- We are encouraged to be good listeners and allow children to talk freely without interrupting them and allow them time to finish their conversations to lower frustration. We are good role models and encourage positive behaviour.
- We avoid staff initiated intrusive physical contact with the children e.g. favouritism, picking children up unnecessarily, letting the children initiate physical contact.
- We work towards meeting each child's individual needs, implementing equality and inclusion. We attend any organised meetings to support this or to provide a written report when requested.
- SEND Support Plans are completed by the child's class teacher, key worker and their parents, for any child requiring extra support or a child showing any behaviour difficulties. Proformas can be found in our SEND files in our classrooms.
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of - and respect - those used by members of the Pre-School.
- We never send children out of the room by themselves or leave them unsupervised at any time.
- We only use physical restraint, such as holding, to prevent immediate danger of personal injury to any person including the child, or to manage a child's behaviour if absolutely necessary. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are recorded in our 'Behavioural Incident' File. A parent is informed on the same day and signs the Incident form to indicate that he/she has been informed.
- We do not shout or raise our voices in a threatening way to respond to children's behaviour. Visual signs may be used to ensure the children understand what is being said to them
- We familiarise new staff and students with the EYFS Positive Behaviour Policy and its rules for behaviour.

## REVIEW

This policy will be reviewed in September 2018.