

Ladock C of E School



Behaviour At Ladock

2021/2022



Aims and Objectives

At Ladock Church of England Primary School our principal aim is that every member of the school community feels valued and respected, and that each and every person is treated fairly, with dignity and respect.

This policy embraces our Christian values which are at the heart of everything we do. It promotes an environment where everyone can feel happy, safe and secure. Our aim through this policy is to ensure that every one is valued and can work well together. Where problems arise we encourage forgiveness and believe that each day is a new start. Praise is key to nurturing motivated, engaged children who make good choices and consequently build positive relationships. Throughout the school all members of staff readily praise to reinforce positive behaviours and should be role models for all the children in the way they relate to each other and the children constantly and consistently showing the school values in action.

Cuby - understand what is right and wrong and why. Consider the consequences of their words and actions for themselves and others.

Keyne - develop personal behaviour that shows care, respect and feeling for others. Encourage children to 'look outwards' and start taking responsibility for their actions.

Ladoca/Blaise - further develop emphasis on personal responsibility and good behaviour, which will be evident in a variety of situations: good manners, attitude, respect and care towards all others.



Individual/Whole Class Rewards

- ♦ Dojo Points—that lead to rewards within the class.
(looking at weekly/half termly or termly) - individualised menu of awards per class.
- ♦ Rainbow reward chart and stickers linked to the school values (EYFS)
- ♦ Super Six badges (year six children)

Break/Lunch Time Rewards

- ♦ School Values Watering Can (box with cards and pens)
- ♦ Separate behaviour plan to explain physical/verbal violence.

Weekly Awards

Our school weekly awards are presented in the church each Friday at 8:50am. If a child has received a 'star of the week' certificate, parents will be notified via text message on Thursday afternoon notifying them with an invitation to attend church the following day.

- ♦ **Star of the Week Certificate** - 1 child per class based on a theme for the week. This rotates biweekly focusing on academic achievement followed by a school value.
- ♦ **Special Mention Certificates** - 3 children per class based on something that has 'stood out' or 'unique' that needs to be celebrated as a community.
- ♦ **School Values Watering Can Award** - 1 child per school chosen for showing our school values throughout the week.



Sanctions

Although the school understands the importance of praise and incentives to encourage good behaviour, there are times where it is appropriate to impose a sanction for breaking class rules.

The procedure for breaking agreed class rules or showing unacceptable behaviour are as follows:

- ♦ **Verbal warning**
- ♦ **Step one** - name written on a class chart
- ♦ **Step two** - tick on class chart resulting in 5 minutes missed at next break
- ♦ **Step three** - second tick on class chart resulting in 10 minutes missed at next break
- ♦ **Step four** - the child will be moved for the remainder of the lesson to a different classroom to complete their set work.
- ♦ **Step five** - the child will serve an internal exclusion for the morning in the HOS office the following day.



Ladock Church of England School

Loving, learning, achieving together

Fixed Term Exclusion

Exclusion is a sanction used at Ladock School within accordance with Celtic Cross Education, only in cases deemed as serious breaches of the School Behaviour Policy. A fixed term exclusion (1,3 or 5 days) can only be authorised by the Head of School with the authority of the trust CEO. If neither are available to authorise the exclusion a decision should be deferred until the opportunity for authorisation is available.

Permanent Exclusion

A permanent exclusion can only be authorised by the CEO and must only be done after consultation with the chair of directors concerning the intention to impose this sanction, although the final decision rests with the CEO.

[Click Here to view Celtic Cross Exclusions Policy](#)

The Role of Parents & Carers

We aim to build a supportive dialogue between the home and the school. We will inform parents/carers via phone call/ClassDojo if we have concerns about a child's welfare or behaviour. Parents are also welcome to open a dialogue with staff or the head of school if there are behavioural concerns via phone call or through ClassDojo.

If parents / carers have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the head of school, and if still unresolved, the school School Monitoring Councillors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Head of School Email - ladock.head@celticcross.education

Chair of School Monitoring Council - andrew.nicholson@celticcross.education



The Role of the School Monitoring Council

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The School Monitoring Councillors support the head of school in carrying out these guidelines. The head of school has the day-to-day authority to implement the school behaviour and discipline policy, but School Monitoring Councillors may give advice to the head of school about particular disciplinary issues. The head of school must take this into account when making decisions about matters of behaviour.

Monitoring and Evaluation

Monitoring will be carried out regularly by the head of school and relevant School Monitoring Councillor. Monitoring may be in the form of lesson observations and pupil conferencing.

Equal Opportunities and Special Needs

All pupils, regardless of academic ability, age, gender and ethnic origin will have access to a wide range of appropriate activities to support their understanding of appropriate behaviour.

[Equality Information and Objectives - Click Here](#)

Policy Adopted by Staff (___/___)

Policy Adopted by Teaching Assistants (___/___)

Policy Adopted by School Monitoring Council (___/___)

Signed _____ **(Chris Stoyles — Head of School)**



Anti-bullying Policy

1. Introduction

1.1 Bullying is action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally.

2. Aims and objectives

2.1 Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

2.2 We aim, as a school to produce a safe and secure environment where all can learn without anxiety.

2.3 This policy aims to produce a consistent school response to any bullying incidents that may occur.

2.4 We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

3. The role of the School Monitoring Council (SMC)

3.1 The SMC supports the Head of School in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the SMC does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

3.2 The SMC monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The SMC members require the Head of School to keep accurate records incidents of bullying and to report to the SMC on request about the effectiveness of school anti-bullying strategies.

3.3 The SMC responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the SMC notifies the Head of School and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.



Anti-bullying Policy

4. The role of the Head of School

4.1 It is the responsibility of the Head of School to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Head teacher reports to the SMC about the effectiveness of the anti-bullying policy on request.

4.2 The Head of School ensures that all children know that bullying is wrong, and that it is unacceptable behavior in this school. The Head of School draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Head of School may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

4.3 The Head of School ensures that all staff receives sufficient training to be equipped to deal with all incidents of bullying.

4.4 The Head of School sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behavior.



Anti-bullying Policy

5. The role of the teacher

5.1 Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place.

5.2 If teachers witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the Head of School, the teacher informs the child's parents.

5.3 If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and a consequence for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavor to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the Head of School and the special needs coordinator. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Head of School may contact external support agencies such as the social services.

5.4 Teachers routinely attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.

5.5 Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.



Anti-bullying Policy

6. The role of parents

6.1 Parents, who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

6.2 Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

7. Monitoring and review

7.1 This policy is monitored on a day-to-day basis by the Head of School, who reports to the SMC about the effectiveness of the policy on request.

7.2 This anti-bullying policy is the SMC's responsibility and they review its effectiveness annually. They do this by examining the school's anti-bullying log-book, and by discussion with the Head of School. The SMC analyses information with regard to gender, age and ethnic background of all children involved in bullying incidents.