

# CALDER HOUSE SCHOOL

Thickwood Lane, Colerne, Near Chippenham, Wiltshire, SN14 8BN

## Parents' Handbook - (October 2018)

This guide contains valuable information for you as parents and also our policies on various issues, which help to promote the happiness of our pupils and the smooth running of the school. Please spare a few moments to read through it, and let us know if anything is unclear or there are any other matters which you feel should be included.

We do not have a separate home school agreement: this handbook outlines the school's aims and values including our responsibilities to our pupils and our expectations of them. It also describes the responsibilities of parents and carers towards the school and to the pupils while they are registered with us.

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### 1. Child Protection

Calder House is committed to safeguarding and promoting the welfare of children.

All staff have completed basic training in child protection and e-safety, and the Headteacher and two directors of Calder House Ltd have completed advanced training in child protection. A member of the Governing Body has completed safer recruitment training and training in child protection.

Please refer to our website for our comprehensive Child Protection Policy.

### 2. Security, dropping off and collecting

Our school is set well back from any public road or right of way and the playground is enclosed. Help is never far away, and the school is monitored by four CCTV cameras.

Pupils are expected to arrive at school between 08.30 and 08.40. The school day ends at 15.50 when class teachers will bring pupils down to the Pavilion to be dismissed.



- Pupils arriving on time (08.30 – 08.40) should be accompanied by an adult to the entrance of the Pavilion where they will be met by a member of staff - usually Ed. Children are not allowed to make their own way to the Pavilion unaccompanied.
- **Pupils should on no account be left unsupervised on the school drive or playground.**
- Pupils who arrive late (after 8.40) must be brought to the office by an adult to be registered.
- All pupils leaving at the end of the school day are to be collected by an authorised adult from the entrance to the Pavilion. Pupils are expected to say goodbye and shake hands with the member of staff at the gate (Ed/Mrs Delahay) before leaving. Parents must not 'poach' pupils as they walk down the path to the pavilion!
- If you are collecting a child before the normal collection time, you must come to the office.
- Similarly, if you arrive late (after 4pm) to collect your child, please come to the office. Your child will be supervised by a member of staff until you arrive.
- At the end of the school day, once your child has been dismissed from the Pavilion, please make sure they remain under your careful supervision and control. Children are not permitted to play in any part of the field; this is not school property.

The default position is that parents/legal guardians and only parents/legal guardians can collect a child from school. If you wish anyone else to collect your child you must notify the school office in writing or by email. Please note that the person collecting your child must be over 18 and the authority granting them permission to do so must come from a parent/legal guardian. Please also note that if you give us authority to allow someone else to collect your child, this authority will remain in place until you notify us that you wish to withdraw it.

Please consider our neighbours:

When travelling to and from school, please do not drive through Thickwood Estate as these are private roads maintained by our neighbours. There is no public right of way over these roads and our neighbours will be understandably upset if other people use them to get to Calder House. All journeys to and from school must be along Thickwood Lane – which is a public road. Kindly observe the 5mph speed limit on the school drive. For the convenience of all drivers and the safety of pupils, please do not park in the area of the turning circle or near to the arrival/dismissal gate. Please ensure that all dogs are kept on a lead. This is important as a public footpath runs through the field.

### 3. Drugs/Substance Abuse and Medicine in School

We have an ongoing educational policy to help pupils understand the implications and dangers of substance abuse of all types. We deal frankly with any issues the children raise and are able to provoke a sensitive discussion of a wide range of social issues. We believe that a robust self-esteem is one of the best defences against all the pressures they will encounter at secondary school and later in life. We endeavour to work with parents to give children the courage to say “no” to all inappropriate peer pressure.

Appropriate drama exercises, stories and discussion groups also heighten awareness of the dangers of all forms of drug abuse, including smoking.

Pupils are not permitted to have any medication in their possession in school. If you wish us to administer any medicine during the day you should hand it to an adult member of staff with **written instructions**, including timings, authorising its use. Please see point 17 below.



#### 4. Sex Education

It is our policy to include information about the physical facts of human reproduction as part of the 'Living Things' Science syllabus for Year 6 and above and to answer honestly any questions that the children put to us at any stage of their education. As appropriate, teachers seek to address, in context, the social implications arising from the birth of a child and this is also addressed as part of our on-going citizenship/PHSE curriculum. When human reproduction is due to be specifically addressed we will send a note home to let you know, and invite you to contact us with any concerns or parental wishes of which we should be aware.

#### 5. Discipline / Bullying

Our school is a courteous and structured environment. Our Positive Behaviour Policy (which can be found in the policy section of our website) is aimed at making any punishments proportionate and appropriate to the misdemeanour, and seeks to rectify the wrong rather than humiliate the wrongdoer.

We regard ourselves as working in partnership with parents in helping to develop good social skills in our pupils, and we ask for your full support so that school and home speak with one voice on behaviour issues.

##### Exclusions:

The Headteacher may require the immediate removal of a pupil if, in the Headteacher's opinion, this is in the best interest of the pupil, the other pupils or the school. In this unlikely event, all monies held to the net credit of the parents' account will be refunded.

In the case that the parents are not satisfied with the Headteacher's decision, parents are invited to invoke the appropriate part of the complaints policy and procedure. See below.

##### Bullying:

Being a member of Calder House School community brings responsibilities and rights.

All teachers have the right to work and the children to work and play in a safe and happy school environment, and all have the duty to respect the feelings and rights of other members of the school.

We have a positive anti-bullying policy, and the pupils and staff come together regularly to review and update our policy. We hold class workshops to discuss these issues and have procedures in place, which we hope will minimise the possibility of any child or member of staff feeling uncomfortable or humiliated. We ask parents to look for any signs that might indicate that their child is being bullied by other children, or is afraid of any teacher, and to raise any concerns they have with us immediately. Our anti-bullying policy is available on our website.

##### Use of physical intervention:

Staff are instructed to only use physical intervention if it is necessary to prevent a pupil injuring themselves or others or damaging property. We recognise that physical intervention could be necessary in exceptional circumstances - for example to separate children who are fighting, when words alone are not enough. In the event of such a serious incident, parents will be contacted and asked to come into school as soon as is reasonably practicable. A full written record of the incident will be prepared with input from all involved including, if appropriate, the child/children's parents. A copy of our Discipline Policy and Policy on Physical Intervention are available on our website.



## 6. Promotion of Racial Equality and access for Disabled Pupils

Calder House works to eliminate racial discrimination and to promote equality of opportunity and good relations between people from different racial groups. The school actively promotes the understanding and appreciation of cultural diversity. Appropriate measures are taken to ensure that any pupils for whom English is an additional language are able to fully access the teaching and learning in school.

Calder House promotes equal access to learning for all its pupils, and the curriculum and physical school environment are monitored, and where possible adapted, to ensure this. Our admission policy is transparent, and pupils are offered a place at the school if parents and the school agree that Calder House is able to meet the educational and pastoral needs of the child concerned. The school and the parents (or LA in the case of pupils with a statutory description of their educational needs) then enter into a contractual relationship.

## 7. Home / School Partnership

Teamwork is the key to successful education. Your children spend a large proportion of their day with us, and it is essential that we are all on the same team! We will sometimes make mistakes, but ask you to support us and let us know at once if we have given you cause for concern.

A note in your child's homework diary addressed to the teacher concerned is usually the quickest way to alert us to any problems relating to lessons, homework or other minor day-to-day issues. However, any concerns about the curriculum, social issues or behaviour should be addressed to the Headteacher.

Alternatively, parents may also phone (01225 743566) the school Office or email either Mrs Coulston, our School Secretary: ([office@calderhouseschool.co.uk](mailto:office@calderhouseschool.co.uk)) or Mrs Delahay, our Head of School: ([delahay@calderhouseschool.co.uk](mailto:delahay@calderhouseschool.co.uk))

The Office is normally staffed throughout the school day. However, if when you phone no one is available to take your call and you are put through to an answering machine, please remember to leave the number on which you can be contacted and we will endeavour to call you back as soon as possible.

### **We ask that parents to not attempt to discuss school issues at the school gate or in the classroom.**

If you have something you want to discuss we will want to give you our full attention and maintain confidentiality, which we cannot do in the presence of pupils and other parents. If you want to talk about something with us please visit the school office, email or phone so that we can arrange to discuss it properly.

You will receive a written report at the end of each term. As well as recording your child's application and effort, this report details our teachers' assessments of attainment and, as appropriate, examination results expressed in terms of National Curriculum attainment and the results of assessments in Reading and Spelling.

You will also be invited each term to attend one of three scheduled parents' evenings. See point 8 below.

Effective communication between school and home is a high priority for us and we urge all parents to remember that our door is always open. If there is something worrying you, let us know. We



cannot address problems or concerns that we do not know about. Please see point 18 below for more information.

## 8. Parents' Evening

The school secretary, Mrs Coulston, will write to you at the beginning of each term to invite you to attend a Parents' Evening. You will be offered a choice of three different dates. These evenings are an opportunity to meet all the teachers who teach your child as well as the Headteacher. You will be given at least 10 minutes to talk to each member of staff individually and should expect to spend around two hours in school. So that we may speak frankly about their difficulties and progress, pupils are *not* invited to attend these evenings

## 9. School Uniform

Our school uniform supplier is Michael Hope Ltd.

The web link to the Michael Hope site is: <https://michaelhope.co.uk/>

Click on **Find your School / Club** and enter 'calde'.

Then choose **Calder House School** which will take you to our uniform page.

BOYS	GIRLS
Mid-grey trousers or shorts	Mid-grey V-neck tunic with box pleats / or mid-grey skirt / or mid-grey culottes / or mid-grey trousers
White cotton polo shirt /or roll-neck	White cotton polo shirt /or roll -neck
Royal blue V-neck jumper	Royal blue V-neck jumper or cardigan
Grey long socks	Grey tights or socks
School coat	School coat
Black shoes – not slip-ons	Black shoes - lace ups, buckles or Velcro straps – not slip-ons or ballet shoes
Small rucksack	Small rucksack

### TO BE KEPT AT SCHOOL

All-purpose trainers	All-purpose trainers
Overall or old shirt for art / DT	Overall or old shirt for art / DT

### SPORT: ALL TERMS (except swimming which runs in the Autumn and Spring terms only)

Drawstring sports bag	Drawstring sports bag
Separate trainers for sport	Separate trainers for sport
Sports shirt	Sports shirt



Royal blue shorts	Royal blue shorts
Navy track suit bottoms	Navy track suit bottoms
Royal blue hoodie	Royal blue hoodie
Royal blue sports socks	Royal blue sports socks
Royal blue swimming trunks	Royal blue swimming costume
Swimming towel with loop	Swimming towel with loop
Waterproof swimming bag	Waterproof swimming bag

**OPTIONAL FOR SUMMER TERM ONLY**

	Blue gingham summer dress
Blue cap or hat	Blue cap or hat

Swimming trunks for boys can be purchased from Marks and Spencer and John Lewis as Michael Hope does not sell these items.

**DELIVERY / COLLECTION**

Orders are sent to your home address for a postage cost of £2.00. Alternatively, you can choose to collect your order from the unit in Box.

Michael Hope is highly recommended and if you need a particular size of uniform which is not listed, he will invariably be able to assist with a quick phone call.

Please note: all items of uniform must be clearly labelled with name tags.

**10. Lost Property**

Please help us minimise the amount of lost property at school by ensuring all clothes and footwear, pencil cases and bags are clearly labelled with your child's name. Obviously, it is much easier for us to return lost items if they are named.

**11. Healthy Eating**

We ask that your child brings a healthy snack into school each day to eat at break time in the morning. If you have had a long journey to school, you may wish to include a healthy snack for your child to eat when they arrive at school.

Every child at Calder House is expected to bring their own packed lunch into school. Children are given 20 minutes in which to eat lunch and during this time a member of staff reads a story to them. Please note that we ask staff to ensure that everything which hasn't been eaten at lunchtime is put back in each pupil's lunchbox and taken home. This includes wrappers, rubbish and pots. The purpose for this is to ensure that parents are made aware of what their children are actually eating – and what they are not. If we allow pupils to throw rubbish into the bins, it is difficult to stop them throwing away unwanted food – giving parents the impression they have eaten everything they have been given when in fact they have not.



We also remind you that we have a **no nuts policy** in school – see point 17 below.

For more information on what constitutes a healthy snack and packed lunch, please refer to:  
<http://www.nhs.uk/change4life/Pages/healthy-snacks-for-kids.aspx>

## 12. Lunchtime Clubs/Activities:

As long as the weather is kind to us there will be a number of sporting and non-sporting clubs at break and/or lunchtimes. We try to encourage children to take part in at least one club each term. Recent club options have included: football, rounders, cricket, badminton, tennis, netball, cartoon drawing, basketball, Lego, knitting, reading, creative writing, African drumming, craft and gardening.

## 13. School Trips

During the course of the year each class will have an opportunity to go on a number of school trips and outings. There will be no charge for these events but we will seek your permission.

## 14. Attendance

We ask you to ensure that your child attends school punctually and regularly. We are required to make returns to the DfE detailing any unauthorised absences. Please note that any absence, unrelated to illness or incapacity, will be considered unauthorised unless **prior permission** has been obtained. We publish our term dates well in advance and expect children to be present throughout the school term. Whilst we understand that there are times when exceptions have to be made, we would be grateful if you would request authorised leave of absence, in writing, well in advance. With effect from 1 September, 2013 the rules concerning holidays taken in term time have changed. The new rules specify that Headteachers may **not** grant any leave of absence during term time unless there are 'exceptional circumstances'.

According to the guidance 'exceptional circumstances' will be interpreted as:

- Being unique and significant emotional, educational or spiritual value to the child which outweighs the loss of teaching time;
- Where a holiday is recommended as part of a parent or child's rehabilitation from a medical or emotional issue;
- Where there is a special occasion such as attending the wedding of a close family member.

The Headteacher is directed to look carefully at the child's previous attendance record and should she have concerns, for example should the child's average attendance be below 95%, it is unlikely that further absence will be authorised.

Requests for leave of absence during term time need to be in writing and should be addressed to the Headteacher who will then be able to give authorisation in writing as required by the DfE.

Lessons start promptly at 8.40am and pupils should be in their classrooms by this time. Staff are on duty at the gate to admit pupils from 8.30am. Punctuality ensures that the full day's programme is not disrupted.

We have a duty to pass attendance information on to new schools; please help us to present a good attendance profile.





All contractual issues such as notice that a child is leaving etc. should also be in writing, and addressed to the Bursar/Registrar, Mr Page.

### Illness

If your child is unwell, you are asked to notify the school as soon as is practical. The School Secretary will ensure that notification of illness is properly processed.

From time to time, a child may become unwell at school and it may be necessary for us to contact you to arrange for them to be taken home early. Please ensure that we have up-to-date emergency contact information for you. Please remember that if a child has been ill at home they should not return to school until 24 hours have elapsed. If they have experienced diarrhoea and/or vomiting, they should not return to school until 48 hours have elapsed.

A sick note from your GP must be produced on the 3<sup>rd</sup> day your child is absent from school due to illness.

## **15. Homework**

Parents play an important role in supporting the work we do here at school and also ensuring homework is done properly and on time. The purpose of homework is to reinforce the lessons learned in school and encourage independent learning. Please try to let your child complete their written homework by themselves. However, we do understand that sometimes you may want (or need) to help them a little. On these occasions, please indicate where you have helped them with AS (Adult Support).

All pupils receive a homework diary in which their homework activities are recorded every day. You can also use this diary to send or receive messages to/from your child's teacher. Please check this diary daily, and sign and date it to ensure that you are aware of the work your child is expected to do. We will also be using the diary to record all the merits your child has received. It will enable you to keep tabs on how well your child is doing. Teachers will also be recording in the diary any poor behaviour, which results in a loss of Golden Time. (Please refer to our Positive Behaviour policy on our website for more information).

All pupils will bring home some homework each evening. It will consist of the following manageable tasks to aid their independent learning:

*About 10 minutes Reading homework.* Reading practise at home is a great way to spend quality time with your child. We ask you to organise a quiet time when your child can read to you the passage already practised earlier in the day in school. This will help to build confidence as well as giving invaluable reinforcement. As the children become more able they will be asked to 'read on' to a specific page - still reading aloud to you. In all cases the section to be read at home will be on their separate reading record. Please initial the separate reading record when the work is done, and feel free to offer any comments.

If you have time, and the teacher has included it, you may wish to work with your child upon the High Frequency Word List, too.

When listening to your child read please ensure they focus on our four reading goals:

1. Pay attention to punctuation
2. Read with expression
3. Summarise what you have just read
4. Explain the meaning of four words.





*About 10 minutes of English homework.* This may consist of a number of things – primarily aimed at improving spelling. Spellings need to be learned, and must be written out using the ‘Look – Say – Cover – Write – Check’ method. You will need to keep an eye on this at first to ensure that the words are written accurately. If you are able to supervise this part of the homework, until you are confident the correct method is being used, it would be very helpful.

On one day, the children will be revising for the next day’s dictation – and if you could hear them spelling the words out loud, this too, would help.

Your child’s spelling homework may also consist of covering words from the statutory word lists (taken from the National Curriculum). The Department for Education has been ambitious in setting these words, and we understand that some of our children will find them challenging.

However, our students are also ‘set’ according to their needs in Spelling, and - as such - receive teaching at the level appropriate for them.

*About 10 minutes Maths reinforcement.* Maths homework may occasionally consist of ‘Doodle Maths’, which needs to be completed online, and will be checked the following day by your child’s Maths teacher. A ‘Doodle Maths’ login will be stuck in the back of the homework diary. (Please let us know if you have difficulty logging onto the site). You should **not** need to be involved in Maths homework. We know that you are good at sums, and the teachers need to see the mistakes the children make! If, however, you would like to be involved, please refer to the booklet on our approach to the teaching of Maths (the CHS calculation policy which can be found on our website) which will advise you of the methods of calculation your child is being taught in school. Please do not confuse your child by introducing a method they may not know as this will lead to misunderstandings in class.

Don’t forget to ensure children also practise their times tables at least once a day. The journey to and from school is a great opportunity to practice singing or chanting tables!

Mrs Cottle and Mrs Laughlen (SLT) and Mrs Eccles (1:1 dyslexia teacher) may also set homework tasks to support their remedial work.

Children in the higher groups may occasionally be asked to do a little more homework to help prepare them for transition back to mainstream. The older children will be asked to produce a History or Geography essay from time to time on an alternating basis, and they will also be set Science homework. It is our hope that by the time they leave us, those moving to Secondary education will have learned to organise their work and ‘pace’ themselves. They are bound to find this difficult, which is why we want to start their training here. They will need your support – but again please do not ‘do’ the homework for them.

With ANY homework, please let us know if we have got it wrong. We are trying to build confidence not cause problems. Homework should not be a battle and your job is to create a calm environment where they can work quietly with no distractions. If your child is distressed, or takes too long over any given task, please **stop** them, let us know by email, phone or note as soon as possible and we will investigate.

Calder House also has a guide to the teaching of spelling compiled by the English Department. It is comprehensive and if you would like a copy please contact the school office.

Your child will bring home a personalised reading book-mark which gives pointers on how to support your child’s reading. Please let us know if it is lost so that a replacement can be provided.



## 16. Electronic Devices

We ask that you ensure that no electronic devices such as mobile phones, iPods/ iPads, computers or e-readers are brought to school. We cannot be responsible for their safekeeping, they are not covered by the school's insurance policy, they can cause problems in the playground and are counterproductive to the social interactive skills we are trying to promote among the children. Moreover, they can be used to gain unsupervised access to the internet.

## 17. Medication and Nut allergies

If it is necessary for us to administer medicine in school, this must be agreed with the school in advance. We will require your written permission, and the medicine must be clearly labelled and supplied with written instructions for use. All medicine, including asthma inhalers, must be brought to the school office by an adult. Children are strictly forbidden to bring any medication into school themselves.

Please note that under no circumstances will we will agree to administer aspirin.

Specific instructions must be given in relation to all medication – please do not ask teachers to use their discretion. For more information please refer to our First Aid and Medical Conditions Policies, which are available on our website.

As mentioned under the 'Healthy Eating' section, due to the serious health risk posed by nuts and products containing nuts among people (pupils, staff and visitors) with nut allergies, the school has decided to ban all nuts and products containing nuts from school premises. Parents are asked to ensure that their children do not bring nuts of any sort or products containing nuts into school – either to eat as part of their pack lunches or for any other reason. We are sorry for any inconvenience this causes but trust that you will understand why we have taken this step. Staff are also aware that they must not bring nuts/nut products into school.

## 18. Contact with School

Small issues for the class teacher should be noted in the homework diary your child will bring home daily. If you wish to communicate something more significant or confidential please either:

- a. Write a note addressed to the Headteacher
- b. email the Headteacher (head@calderhouseschool.co.uk)
- c. Telephone the School Secretary on 01225 743566 and ask her to arrange for the relevant person to contact you.

When the time comes to start thinking about your child's next school and life after Calder House, our Headteacher will contact you to arrange a meeting. However, at any point during your child's journey through our school you wish to meet with the Headteacher, the School Secretary will be happy to arrange this.

It is very important to the school that the lines of communication between parents and teachers are open and mutually supportive; you must not hesitate to let us know if you feel in any way unhappy with our provision or your contact with us.

During the school holidays and outside school hours you may contact the directors of Calder House Ltd by writing to them at the school address and/or by emailing the Managing Director:



[jasonpage@calderhouseschool.co.uk](mailto:jasonpage@calderhouseschool.co.uk)

If you are unhappy about an issue and wish to make a complaint, please follow our complaints policy procedure which is explained below and can also be found on our website.

### Complaints Policy and Procedure

- i. If your complaint is of an informal nature, please telephone the Headteacher at the school (01225 743566). She will investigate your complaint and ensure she provides a response within 3 working days.
- ii. If your complaint cannot be resolved on an informal basis you should make your complaint in writing to the Headteacher at Calder House School, Thickwood Lane, Colerne, Wiltshire SN14 8BN. She will consider your complaint and advise you as to the outcome of her investigation in writing. Your complaint will be recorded in the 'Complaints Book', and where an agreed solution is reached, this too will be recorded.

The timescale for management of the complaint will be:

- a. an acknowledgement of any written complaint will be made within 5 working days;
  - b. the complaint will be investigated and you will be notified of the outcomes of this investigation within a further 10 working days.
- iii. If after this you feel your complaint has still not been resolved to your satisfaction you should advise the directors of the school proprietor (Calder House Ltd) who will arrange for a panel hearing to take place within a further 15 working days.
  - iv. The hearing will be before a panel of at least 3 people, one of whom will be independent of the management and running of the school.
  - v. You will be able to attend the panel meeting and you can be accompanied at this meeting if you so wish. The proprietor will empower the panel to make findings and recommendations and ensure that all parties involved are given a copy of these findings and recommendations. These findings and recommendations are completely confidential.
  - vi. Written records will be kept of all complaints indicating whether they were resolved at the preliminary stage, or whether they proceeded to a panel hearing.

There is no formal procedure for praise. If you feel that something has been done especially well, please feel free to let us know. It is helpful to know which aspects of Calder House parents particularly value.

Thank you for reading this document.

Please let us know if you have any amendments to suggest or other comments.

**(Reviewed and updated October 2017)**



**Our Positive Behaviour Policy (set out below) describes the standard of the behaviour we expect of pupils and we draw parents attention to this.**

**Copies of all of Calder House's School Policies are available upon request from the office and the following policies can also be downloaded from our website [www.CalderHouseSchool.co.uk](http://www.CalderHouseSchool.co.uk):**

1. Admission Policy
2. Complaints Policy and Procedure
3. Exclusion Policy
4. Anti-Bullying Policy
5. Positive Behaviour Policy
6. Child Protection Policy
7. Health and Safety Policy
8. Physical Intervention Policy
9. Guidance on Out of School Activities (incl. risk assessment and mini-bus policy)
10. Safe Use of the Internet
11. Equal Opportunities
12. Disability Policy
13. Recruitment Policy
14. Calculation Policy
15. First Aid and Medical Conditions Policy

## **Positive Behaviour Policy**

### **1. AIMS OF THE POLICY**

It is our primary aim that every member of our school community feels valued and respected.

Our Positive Behaviour Policy helps us to promote an environment in which everyone feels happy, safe and secure, and our children can become positive, responsible and increasingly independent members of the school community.

We have a number of school rules but the primary aim of our Positive Behaviour Policy is not to be a system to enforce rules, but a means of promoting good relationships and deterring anti-social behaviour so that the most effective learning can take place.

We treat all our children with equality and apply this policy in a fair and consistent way.

### **2. RULES**

We make sure that all members of our school know and understand our rules. Our school rules are displayed prominently around our school and in every classroom. Teachers regularly discuss the importance of our rules and help children to understand how keeping them is of benefit for everyone.

Our School Rules:

- ☺ Be respectful
- ☺ Be responsible
- ☺ Be safe

In addition, we have a Code of Conduct for classroom behaviour in the form of a flow chart entitled 'Making the Right Choice'. This is displayed in each classroom.



### 3. KEEPING THE RULES

#### Rewards

We make clear to our children that we expect them to keep our rules at all times and we offer our children support in the following ways:

Throughout the year:

- Verbal praise for good conduct
- House Points which are announced in assembly (see point 9 below)
- Class Points which are awarded during afternoon lessons if the class complies with the Code of Conduct (see point 9 below)

On several Fridays throughout the year, the class with the greatest number of Class Points wins a treat. The House with the greatest number of House Points at the end of each term also wins a treat, usually in the form of an 'own clothes day' early in the following term.

#### Supporting children in their efforts to keep the rules

In addition to the rewards detailed above, we promote good behaviour and a positive atmosphere in the school in the following ways:

- ☺ Weekly class time, to enable children to discuss problems with each other in a calm, supportive atmosphere;
- ☺ School Council meetings twice per half term to enable children to make suggestions and offer their opinions on school improvement;
- ☺ One to one discussions with teachers and teaching assistants on behaviour and friendships;
- ☺ Weekly discussions, stories and role play which promote our rules as part of our school assemblies;
- ☺ Senior pupil leaders (Head Boy and Head Girl) who provide good role models for other children;
- ☺ The use of 'Golden Time' as an incentive encouraging good behaviour.

### 4. WHEN RULES ARE BROKEN

When the school rules are broken, we follow the procedures detailed in Appendix 1.

### 5. WHEN RULE BREAKING CONTINUES

The procedures detailed in Appendix 1 are followed for each incidence of disruptive behaviour in the classroom or playground. However, if there is a further incident within a short space of time (i.e. within a term), a behaviour card is generated.

- A letter is sent to parents with details of the incidents and actions taken by the school, asking them to discuss the matter with their child;
- If the poor behaviour continues, a letter is sent inviting parents to come and meet with us at school in order to plan the way forward. This may include the school setting up a Behaviour Support Plan, a Home-School Contract, or other appropriate measures agreed between parents and school.



## 6. VIOLENT AND ABUSIVE BEHAVIOUR

It is made absolutely clear to children that violent or abusive behaviour is never condoned in our school; see classroom charts referred to in Appendix 1.

If however, such behaviour occurs, the following procedure applies:

1. The teacher sends a trustworthy child to summon the Headteacher or deputising teacher who will remove the offending child to the School Office;
2. The incident will be fully investigated and logged in the Incident Book;
3. Opportunities to be with other children during unstructured times may be restricted, for example:
  - in classrooms before the beginning of lessons;
  - in the playground at morning break;
  - in the playground during the lunch break;
  - when collecting homework and walking to the gate at the end of the day.
4. Parents will be informed either by telephone or letter, and asked to sign the Incident Book;
5. It is made clear to children and parents that violent or abusive behaviour may well lead to exclusion from school.

### Further Sanctions

We recognise that situations may arise when behaviour is so poor that further action must be taken, for example, when a child:

- seriously injures another child in an unprovoked attack;
- attacks a member of staff and is verbally or physically abusive;
- seriously harasses (racially or sexually), or bullies another child (see Anti-Bullying Policy);
- endangers others or brings articles into school which may endanger others;
- endangers him/herself.

Behaviour of this nature will normally result in an exclusion from school. The Headteacher and the Managing Director will manage any exclusion with reference as appropriate to the DfE Guidelines and the school's Exclusion Policy.

## 7. PARENTS

We believe that a good home/school relationship is pivotal in ensuring that our Positive Behaviour Policy works well for the benefit of all our children. We will inform parents when their child is behaving well and we will inform parents when their child is continually breaking school rules. We always welcome parents' comments, suggestions and support.

## 8. MONITORING AND REVIEW

The implementation of this policy is monitored on a day-by-day basis by the Headteacher who reports to the Governing Body about the effectiveness of the policy.

This Positive Behaviour Policy is the Headteacher's responsibility and she reviews its effectiveness annually. She does this by examining the entries in the incident book and the Behaviour Report Cards and through discussion with staff.



## 9. PROMOTING GOOD WORK AND BEHAVIOUR

Merit awards are awarded for outstanding pieces of work and exceptional effort. Once a child has received 25 of these they will receive a bronze certificate from the Head teacher. On achieving 50 merit points they will achieve a silver certificate, on 100 they will achieve a gold certificate, and on 150 they will receive a platinum certificate. Teachers will not take merits away.

House points may be awarded for any type of good behaviour. This could be for kindness to others, tidiness, politeness etc. Teachers will be able to physically give the children a small ticket that can be completed with the child's name, signed and dated by a member of staff, and placed in one of four envelopes in the school hall. These will then be counted once a week and the current totals will be announced by the House Captains or Vice House Captains in the Friday assembly. These can be awarded at any time of the day but cannot be taken away for poor behaviour. The House with the most house points at the end of the term will be crowned 'House Champions' with a mufti day as a reward. At the end of each term a reward will be given to the individuals who have gained the most house points.

Class points will be awarded for overall behaviour of the whole class. They can be given to a class during an afternoon lesson if it is felt that the whole class has behaved well. Class points can also be taken away if the class are disorderly when moving from one room to another or if they have left their classroom and changing area messy. Staff will inform the class leader if pupils have gained a class point. He or she will then relay this to the class teacher who will keep a note of the total.

Alongside this point system we also follow the Golden Time approach to discipline. For the final 20 mins of one afternoon each week there will be time allocated for the children to decide what they want to do. The children must decide between themselves as a class or group what activity they would like to do. This could range from supervised use of the Internet in the Silver Room to playing football outside. Staff will give the children the chance to experience a wide range of exciting activities, which they will really want to do.

However a child could lose out on doing this activity if their behaviour during the week is poor. If a child misbehaves in class s/he should be given a clear warning as to what is expected of him/her and what s/he is doing wrong. S/He must be told that it is now up to him/her and that if s/he continues to misbehave s/he will lose a minute of Golden Time. S/He now must choose as to what s/he is to do. If the child chooses to ignore the advice and continues to misbehave the teacher must tell him/her that and record that s/he has missed a minute of Golden Time. The child now has another choice. If s/he continues to misbehave s/he will miss another minute of Golden Time as well as being sent to explain to the Head teacher why his/her behaviour has lost him/her two minutes of this precious time. The Head teacher will keep a log of how often a child loses Golden Time and if needed, a letter will be sent home to inform the child's parents of behaviour which regularly results in a loss of Golden Time.

If a child continues to misbehave and continually loses Golden Time s/he will be put on a Behaviour Card. The child will have to take this behaviour card to every lesson where the teacher will grade his/her behaviour and effort out of 5. At the end of each school day the Head teacher will check his/her behaviour card and the child's parent will sign it.

It is hoped that through a mixture of positive reinforcement and 'Golden Time', the behaviour of the minority of children who do misbehave at school will improve.

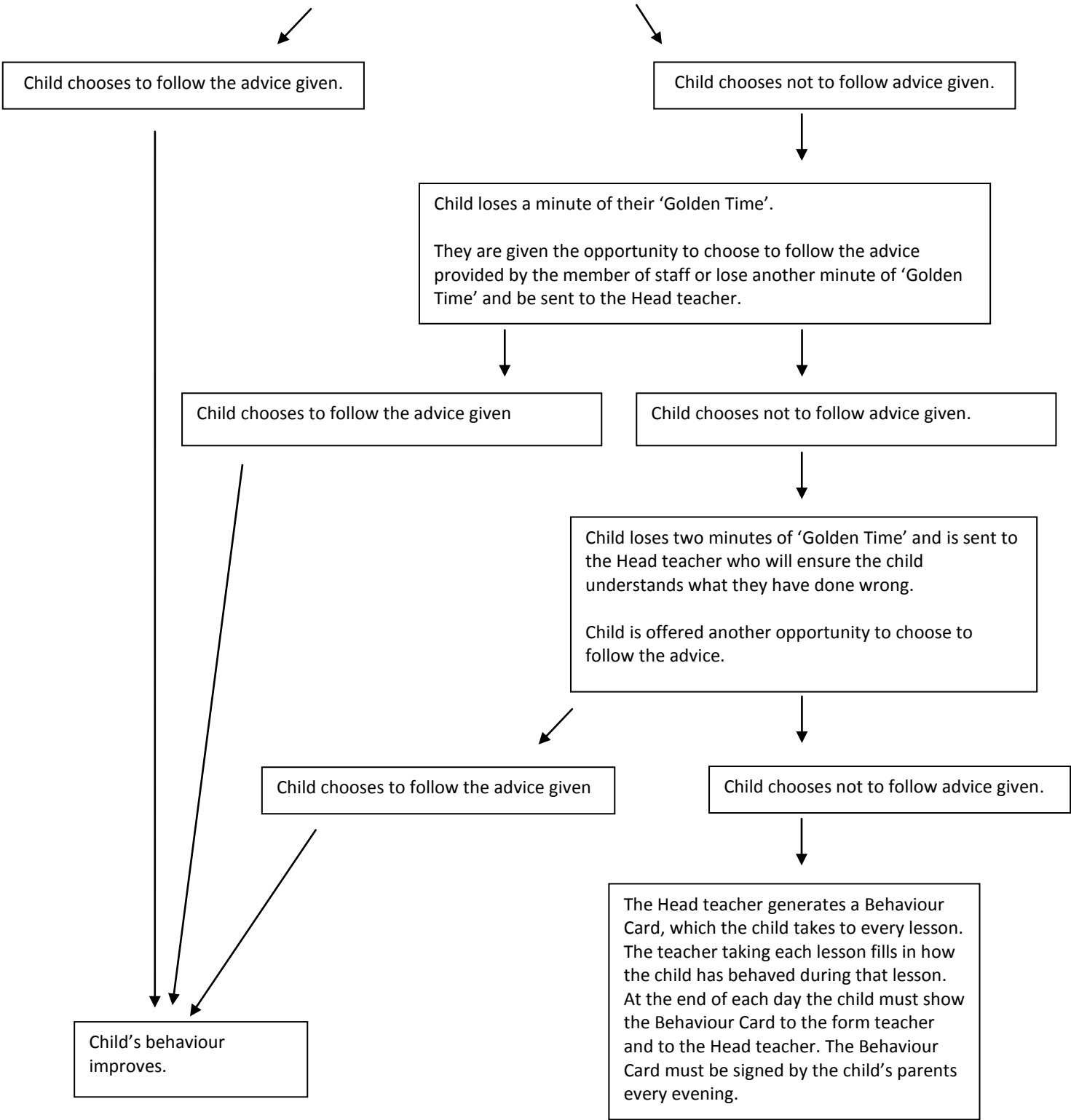
**(Reviewed and updated October 2017)**





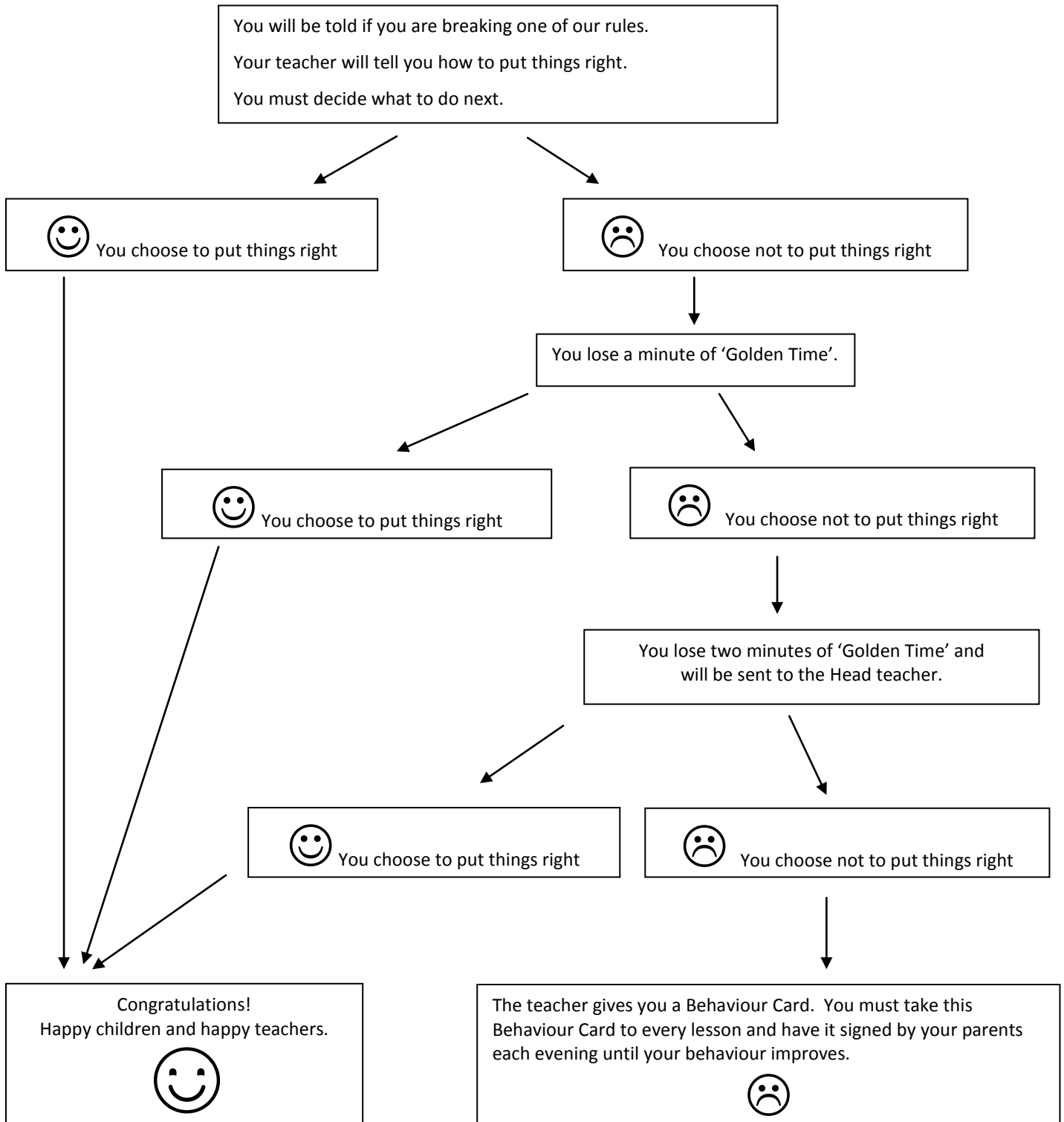
**Appendix 1: BEHAVIOUR FLOW CHART FOR DISRUPTIVE CLASSROOM BEHAVIOUR (EXCLUDING ABUSIVE AND VIOLENT BEHAVIOUR)**

Children are told clearly that they are breaking a school rule.  
 They are given advice on how they can put things right.  
 They are given the opportunity to choose to follow the advice provided by the member of staff or lose a minute of 'Golden Time'.



A 'child friendly' version of our behaviour flow chart (above) known as the Code of Conduct which is displayed in classrooms:

### MAKING THE RIGHT CHOICE



If rules are broken in the playground, either at morning playtime or at lunchtime, we follow the procedures detailed below:

**BEHAVIOUR FLOW CHART FOR DISRUPTIVE PLAYGROUND BEHAVIOUR AT MORNING PLAYTIME (EXCLUDING ABUSIVE AND VIOLENT BEHAVIOUR)**

