



Wymeswold C of E Primary School

Behaviour Policy

October 2015

Review Date: October 2018

Signed.....`

Wymeswold C of E Primary School Behaviour Policy

The aim of this school policy is to:

- Promote good behaviour, self-discipline and respect in line with our Christian Values;
- To develop in children a sense of responsibility for their own actions;
- To prevent bullying and create a school community based on mutual respect, in which effective learning can take place and where school life is enjoyable;
- To foster care and respect for the environment, for one's own property and for that of others.
- Regulate the conduct of pupils and provide a scaffold for practitioners and teachers to understand how to tackle disruptive or negative behaviour in order for all children to access learning;

This policy will be published on the school website and on request in the office.

Parents will be given a copy when their child enrolls in school.

It forms a clear standard of behaviour that is expected of all pupils and will be referred to in the Home/School Agreement which parents, staff and children must sign on starting at school.

The school has a legal duty under the Equalities Act 2010 in respect of safeguarding and in respect of pupils with SEN.

Wymeswold C of E Primary School Code of Conduct

It is expected that everyone in the school community (children, staff, parents, carers and governors) will embrace the school behaviour policy. Everyone should feel a personal responsibility for their contribution to the behavioural standards in the school.

The Golden Rules

(Decided after consultation with the children)

Be polite	Do not be rude
Respect all property	Do not damage things
Respect other people	Do not hurt people, either mentally or physically
Always listen	Do not interrupt
Always work hard	Do not waste your own or other people's time
Be honest	Never tell lies

Be kind, caring and helpful

Do not be mean

Guidance for all Staff

- Positive re-enforcement of good behaviour is always the first strategy before embarking on negative punishments.
- Although there are agreed sanctions for children who misbehave it is the encouragement of good behaviour, which is far more important than punishment. Staff should praise children who behave politely, kindly, sensibly etc. Verbal feedback on behaviour should be given a high priority in and out of class. Good behaviour and positive attitudes should be discussed in P.H.S.E. lessons and in school assemblies. Staff will use Wow stickers and certificates and House Points to acknowledge and reinforce positive behaviour as well as academic achievement.
- A well managed, well planned environment decreases potential for problems.
- Staff should ensure that school activities are well planned and resources well organised as this will ensure every child knows what is expected of them and when. We need to teach behaviour as we teach other aspects of the curriculum. Classes that are well organised with lessons that are well prepared and take into account the range of abilities within the class tend to have few discipline problems. A calm controlled learning environment is conducive to positive learning as well as good behaviour. All children should be treated sensitively to maintain their self-esteem. Criticism should never damage self-esteem; censure should focus on the behaviour not the child.
- Staff should take time to explain the reasons for children being asked to do something. They should take every opportunity to keep caring and respect for people and property in high profile. Children should be listened to and spoken to calmly. They should never be belittled.
- Every effort should be made to diffuse potential problems before they arise through discussion, good organisation, consultation etc.
- Certain behaviour, such as bullying, rudeness, racism, hate incidents, fighting, isolating others and swearing are never acceptable and should always be dealt with when encountered.
- It should not normally be necessary to shout. The use of physical punishments will NEVER be supported under any circumstances.
- The Headteacher reserves the right to inform parents of unacceptable behaviour, which may in future lead to exclusion. Staff should consult the Headteacher or the Senior Teacher when behaviour causes concern.
- Staff should consistently apply the hierarchy of behaviour sanctions outlined in Appendix 1, as it is only through consistency that we will tackle and abolish any low-level disruptive behaviour in class.

Guidance for the playground

- When disputes arise, all children involved should be given a chance to explain their case without interruption. They should be encouraged to find a solution. No blame should be given to one child more than the other until the facts have been determined.
- Children should be asked to apologise and make friends after disputes. Time needs to be put aside to repair and rebuild, offering children a way back.
- School rules should be applied consistently and children reminded of them regularly.
- The school hierarchy of sanctions for playtime (appendix 2) must be applied consistently by all staff who supervise children on the playground. There will be an expectation that this policy is read, understood and put into action at all times.

Rewarding good behaviour

Quiet word, smile acknowledgement;

Written comment on pupil's work;

Wow stamp;

Praise in front of class group;

Visit to another member of staff;

Written comment, card, letter or postcard from teacher to parent informing them of good work, positive attitudes or behaviour;

Certificates;

House points;

What to do when behaviour is unacceptable

First and foremost, punishment must be proportionate to the misdemeanor (Section 91 Education Act 2006 - punishment must take account of pupil's age, SEN and disability and any religious requirements affecting them).

The hierarchy of sanctions will usually go as follows:

- Immediate verbal or non-verbal check of misbehaviour;
- Extra work where work is clearly below potential;
- Use the 'Three warnings' behaviour sanctions when children are disruptive. (see appendix 1)
- From warning 3 or for serious misdemeanor there will be immediate Parental involvement. Parental consultation required in agreed strategy of support for child;
- If parental agreement cannot be obtained for strategy of support for the child then temporary exclusion from school should be considered while awaiting assessment by outside agencies;
- Referral to outside agencies;
- Temporary and permanent exclusion from school remain an option as a last resort.
- If an incident of bad behaviour requires physical intervention this should only be by a trained member of staff who will follow the school's Positive Handling Policy.
- Any physical intervention must be recorded in the school Physical Intervention Record.

- Any Racist, homophobic, sexist, anti-disability or any 'hate' incidents will be reported to the Head who will record and act immediately. These incidents need to be included in the Race/Hate return to the LA.
- **Any form of Corporal punishment is illegal in all circumstances.**

Appropriate disciplinary action will be taken against pupils who are found to have made malicious accusations against school staff.

Teachers' Legal powers

All staff should maintain high expectations for good behaviour apply the school policy consistently and set an example of calm, polite and friendly relationships. The most powerful determinant of behaviour management is the example we set, particularly in the way we manage conflict.

Teachers have **statutory authority** to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (S91 Education and Inspections Act 2006). The power applies to all paid staff (unless the Headteacher says otherwise) with responsibility for pupils.

Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.

Teachers can also discipline pupils for misbehaviour outside school.

Teachers have a specific legal power to impose detention outside school hours and can confiscate pupils' property.

Pastoral Care

This is the responsibility of all staff especially the class teacher of the child concerned. Efforts should be made to build up an understanding of and relationship with the child. This will make discussion of attitudes and criticism of poor achievements or behaviour acceptable. It should also provide an awareness of any underlying problems the child may have.

All staff have the support of the Head Teacher in matters of pastoral care and also have access to the Senior Teacher, Educational Welfare Officer, Pupil and Family Support Worker and other Local Health Authority professional support services where needed.

Damage to property

Damage to school property through misbehaviour, whether it is to the fabric of the building or to such items as books which are defaced or damaged, will be reported to parents, and where appropriate, there will be a request for a voluntary contribution towards the cost of repair or replacement.

Bullying- Guidance to staff

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and can be motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be equally or even more damaging than the physical. Children must realise that any form of bullying is unacceptable and that such behaviour will be dealt with immediately and appropriately by the staff of the school.

Individual members of staff therefore need to be alert both inside and outside the classroom. Children must be aware that it is the responsibility of everyone to report acts of bullying as soon as they arise. They need to be aware that this is not 'telling tales'. To be seen to act is as important as taking action. Silence and secrecy nurture bullying. We need to **make it easy for pupils to report bullying** so that they are assured that they will be listened to and incidents acted on. Pupils should feel that they can report bullying which may have occurred outside school including cyber-bullying;

Anti-bullying education needs to be a consistent and regular part of the school curriculum for school's response to bullying should not start at the point at which a child has been bullied. We aim to create an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.

If you come across bullying what can you do?

Teachers will apply the agreed disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong. Disciplinary measures must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves.

There is a protocol to follow:

- Remain calm; you are in charge, do not give the bully control of the situation;
- Ensure the victim is safe;
- Take the incident seriously;
- Take action as quickly as possible;
- Think hard about whether your action needs to be private or public; who are the pupils involved?
- Reassure the victim, don't make them feel inadequate or foolish;
- Offer concrete help, advice and support to the victim(s);
- Make it plain to the bully that you disapprove;
- Encourage the bully to see the victim's point of view;
- **Then implement the disciplinary sanctions.** The consequences of bullying should reflect the seriousness of the incident so that others see that bullying is unacceptable, however be careful HOW you do this. Reacting aggressively or punitively gives the message that it is right to bully, if you have the power;
- Explain clearly the punishment and why it is being given.

Involving Others:

- Inform colleagues if the incident arose out of a situation where everyone needs to be vigilant;
- Refer to the Head or Senior Teacher who will, if necessary, inform both sets of parents of the incident and reassure them that the incident will be dealt with appropriately.
- **Involve parents** to ensure that they are clear that the school does not tolerate bullying and that they are aware of the procedures to follow if they believe that their child is being bullied. Parents then feel confident that the school will take any complaint about bullying seriously and

will resolve the issue in a way that protects the child, and encourage the parents to reinforce the value of good behaviour at home.

Cyber Bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, as content can be forwarded on to other people at a click. Teachers have a responsibility to tackle and respond to this form of bullying even if it happens outside of school time.

The school has a separate E-safety policy which also covers details of this form of bullying.

All incidents of Race/Hate bullying will be recorded in a Central Record in school and be reported in the Race/Hate Return to the LA.

Circle Time

Circle Time allows children to participate as partners in the process of developing responsibility for their own behaviour and learning. With its co-operative activities and discussion, Circle Time aims to ensure that each child experiences success. When this approach is followed on a regular basis a feeling of equal value is promoted and group identity is reinforced. The basic rule of sitting together in a circle is that eye contact is possible at all times. Other ground rules include taking turns, allowing participants to pass in discussion and showing respect by listening to all contributions. Circle Time can be a vital element in resolving conflict.

The teacher, by participating in the circle becomes part of the group and in this way a trusting climate is created in which no participants feel threatened. There should be no 'put-downs' allowed.

Circle time aims to boost interpersonal skills, strengthen relationships and enhance confidence whilst at the same time, allowing all involved to have fun together.

Circle Time may take place between set times as the need arises or as a cross curricular teaching and learning tool. This forms an integral part of our behaviour policy and pastoral support for the children alongside the SEAL (Social and Emotional Aspects of Learning) materials.

Rewards

Children will be rewarded for good behaviour and this will be ongoing. Rewards take the form of individual recognition - Wows and House Points to contribute to a group achievement.

Equal Opportunities.

Wymeswold School is firmly committed to the principle of Equal Opportunities.

The school aims to develop attitudes and behaviour that promote equality of opportunity and fairness of treatment for all.

The principle of equal opportunity means that discrimination on the grounds of gender, race, colour, disability, nationality, age, religious belief, ethnicity and socio-economic circumstances is unacceptable.

The school will be proactive in ensuring that all staff and children should not be disadvantaged due to discrimination of any form.

Appendix 1

Hierarchy of sanctions to address low-level disruptive behaviour in Class

Definition of disruptive behaviour - Calling out, talking at inappropriate times, specifically during whole class teaching, during quiet work or in assembly, disturbing others by poking, pushing, gesturing etc. and teachers need to use their professional judgement about other examples.

Some children who are emotionally or behaviourally challenging will need a degree of flexibility.

We need a whole-school consistent approach to the sanctions so pupils know that all staff will respond in the same way to disruptive behaviour.

Warning 1. A child needs to be spoken to and reminded of expectations. Re-focus and allow them to alter their behaviour as a conscious decision. With the younger children or emotionally immature children use role-modelling of others I.e. 'I can see that you are having a problem sitting quietly, but I know you can do it just as well as Can you see how nicely they are sitting? Show me you can do it like that.' If necessary bring the child at this point to sit near the teacher or LSA so you can keep an eye on them. With older children be very clear that this is their first warning and they will be moving through the sanctions if they do not make the choice to re-adjust their behaviour themselves. The outcome is within their own control and they need to get back to work or face the consequences.

Warning 2. If within the same lesson they need a second warning, they will miss their next playtime. This needs following up very rigidly, not leaving to the child to remember as they soon see through inconsistent or half-hearted punishments. They do need reminding of step three and what will be the consequence for them if they continue on the path.

Warning 3. If within the same lesson a child has a third warning, they need to come out straight to the Head. They will then be given a detention depending on incident and a standard letter may be sent out to parents. They will bring their work out of the lesson and work outside the Head's office for the rest of that lesson to ensure no further disruption to the rest of the class.

Warnings do not continue over into the next lesson. If a child is continually disruptive throughout the day, they will be in seclusion and will do work set by the teacher on their own and a parent will be contacted to let them know the situation.

Appendix 2

Playground behaviour Hierarchy of Sanctions

Children will be expected to conform to rules and expectations on the playground as they are in the classroom. Children who hurt and upset others on purpose on more than one occasion will need to understand and feel consequences for their actions.

This is a similar hierarchy of sanctions as in the classroom to ensure consistency of approach:

Warning 1. If a child needs to be spoken to and reminded of expectations. Re-focus and allow them to alter their behaviour as a conscious decision. With the younger children or emotionally immature children use role-modelling of others I.e. 'I can see that you are having a problem playing nicely, but I know you can do it just as well asPerhaps they can help you? etc. With older children be very clear that this is their first warning and they will be moving through the sanctions if they do not make the choice to re-adjust their behaviour themselves. The outcome is within their own control or they will face the consequences.

If a child is rude or dismissive to a member of staff on the playground when spoken to, then go directly to stage 3. Playtime staff can have a behaviour notebook if necessary to keep track. This could also provide evidence for parents after stage 3.

Warning 2. If within the same playtime they need a second warning, they will miss their next playtime and will automatically get put into 'Energy Club' for the following lunchtime. To ensure this happens class teachers need to be informed by the MDSA at the end of lunchtime of any warnings given. Do not leave it to the child to remember as they soon see through inconsistent or half-hearted punishments. They do need reminding of step three and what will be the consequence for them if they continue on the path.

Warning 3. If within the same playtime a child has a third warning, they need to come out straight to the Head or a senior member of staff. They will then be given a detention length depending on the incident and a standard letter may be sent out to parents.

Warnings do not carry over to the next playtime.