

WHITCHURCH PRIMARY SCHOOL
BEHAVIOUR & DISCIPLINE POLICY

1. Aims and expectations

1.1 It is an aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

1.2 The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships and rewarding positive behaviour so that people can work together with the common purpose of helping everyone to learn. It also highlights the responsibilities that are connected to the rights all children have in our society (UNICEF rights for children). The policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

1.3 The school expects every member of the school community to behave in a considerate way towards others.

1.4 We treat all children fairly and apply this behaviour policy in a consistent way.

1.5 This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

1.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

2. Rewards and Sanctions

2.1 We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children.
- Teachers give children house points for good behaviour and attitude to learning, good work/answers, additional homework which they collect towards certificates and collecting prizes from the reward box in the head teacher's office.
- Each time a certificate is collected 50 points are added to the house point total for the child's house. A gold certificate allows children to collect a reward from the prize box.
- Certificates cards are given out in celebration assemblies to celebrate those children who have reached bench mark numbers of house points.
- Each week in the Friday celebration assembly house point totals are read out. At the end of each small term the house in the lead receives a non uniform day as a reward.

- Children showing positive behaviour or 100% attendance are rewarded with certificates at the end of each big term.
- Children are awarded pupil of the week for displaying positive behaviour in class. This might be connected to our SEAL or values theme. Children are nominated by their peers.
- Children are awarded star of the week by adults for outstanding achievement in a particular area.
- Our 'Celebrating our Stars' board, celebrates children's achievements out of school.

House points for good behaviour & attitude to learning	Warnings for poor behaviour	House points for good work - meeting targets
50 house points = bronze reward 100 house points = silver award 150 house points = gold award & prize 600 house points = Platinum award	3 warnings = miss next play time 6 playtimes missed in a term Parents in to discuss behaviour 8 playtimes missed in a term = Behaviour report	
Examples....		
Hands up to answer	Shouting out	Reading 4 times a week
Good sitting	Answering back	Tidy classroom
Good listening	Not following rules	Homework returned on time & meeting expectations. Further HPs may be awarded for over and above.
Kindness to others	Upsetting other people	Meeting a target set for quantity completed in a lesson.
Tidying without being asked	Rudeness	Tidy tables at lunch time

2.2 The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- Children who distract other from their learning or behave in an in appropriate manner will be given a warning on their charts.
- 3 warnings will lead to missing the next playtime, or afternoon break and visiting the blue bench where a teacher will talk to them about the reason for their warnings, and they will think about how they are going to change their behaviour
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- All sanctions are cleared at the end of the day.

- e) House points are continuous.
- f) We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own, this may result in a warning.
- g) We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- h) If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is able to work sensibly again with others. This will result in a warning.
- i) The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. The pupil is sent to the Headteacher where the child has to account for their poor behaviour. This will result in a warning.
- j) If a child threatens, hurts or bullies another child, the class teacher records the incident and the child is punished. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

2.3 Golden time is a reward time after assembly on Friday, children can lose time from this for not completing homework.

2.4 The class teacher discusses the school rules with each class. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the pupils during assembly or at PSHE.

2.5 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. We encourage all children to 'speak out' and say 'NO' to any behaviour by others that bothers them.

2.6 All members of staff are aware of the regulations regarding the use of force by teachers and staff, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Teachers in our school will not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

3. The role of the class teacher

3.1 It is the responsibility of class teachers to ensure that the school rules are followed in their classes, and that their classes behave in a responsible manner during lesson time.

3.2 The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

3.3 The class teacher treats each child fairly, and should constantly remind children of their responsibilities and the rules for behaviour. The teachers treat all children in their classes with respect and understanding.

3.4 It is the children's responsibility to record their house points and warnings on the chart, and the teacher might have monitors to assist with this.

3.5 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LEA behaviour support service.

3.6 The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

4. The role of the headteacher

4.1 It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

4.2 The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

4.3 The headteacher keeps records of all reported serious incidents of misbehaviour.

4.4 The headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

5. The role of parents

5.1 The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

5.2 We explain the school rules in the school prospectus, and we expect parents to read them and support them.

5.3 We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents if we have concerns about their child's welfare or behaviour.

5.4 If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher, and finally the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

6. The role of governors

6.1 The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in adhering to these guidelines.

6.2 The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

7. Fixed-term and permanent exclusions

7.1 We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, *Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units* (DfES, January 2003). We refer to this guidance in any decision to exclude a child from school. The relevant Internet address is:
www.teachernet.gov.uk/management/workingwithothers/safeschools/exclusions

7.2 Only the headteacher (or the acting headteacher) has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the headteacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

7.3 If the headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

7.4 The headteacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

7.5 The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.

7.6 The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

7.7 When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LEA, and consider whether the child should be reinstated.

7.8 If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

8. Drug- and alcohol-related incidents

8.1 It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.

8.2 The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

8.3 If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

8.4 It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the headteacher.

8.5 If the offence is repeated the child will be permanently excluded.

8.6 If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

9. Monitoring and review

9.1 The headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

9.2 The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The headteacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book that we keep in the office.

9.3 The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

9.4 It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

9.5 The governing body reviews this policy annually. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Status of this Policy: APPROVED

Date approved by Governing Body: 24 January 2011

Lead contributions from:

Staff: Dawn Chesters, Headteacher

Governors: Curriculum Committee