

Waltham on-the-Wolds Church of England Primary School



Behaviour and Discipline Policy

Introduction

This policy has been developed through consultation with staff, governors, pupils and parents/grandparents. It should be read in conjunction with the school Anti-bullying Policy and other relevant safeguarding policies e.g. Child Protection Policy, Restraint of pupils, Acceptable Use Policy for ICT, Equal Opportunities and the child-friendly Anti-bullying Policy which our pupils have created.

We are proud of our school and expect the highest standards of behaviour from all members of the school community. We recognise that society expects good behaviour from its members and that good behaviour is a sign of a civilised and healthy society. Good behaviour permits members of a community to achieve their potential knowing they will be safe and secure. At Waltham our good behaviour allows the teachers to teach and the children to learn all that they should in a warm, caring, family environment.

We expect all adults within the school community, including governors, parents/carers and visitors, to be positive role models for all our pupils showing respect for the school rules and Christian ethos to reinforce the welcoming and safe environment we promote.

All staff who work with children at this school are responsible for carrying out the duties contained within this policy, although the lead person responsible for Behaviour, Discipline and Anti-bullying is Mrs Hopkins (Executive Head teacher) and Alison Chick (governor.)

1. Our Mission Statement

Our school mission is to “Maximise the Potential in Each Child.” We do this by:

- Welcoming and including everyone
- Providing exciting and imaginative opportunities to learn and achieve
- Bringing the school and community together

building these upon the Christian values that underpin our school.

2. Equal Opportunities

At Waltham Church of England Primary School we promote equal opportunities by considering every person to be of equal value, irrespective of age, race, faith, culture, ability, disability, capability, sexuality or gender.

3. Rationale & Aims

- i. It is the purpose of this policy to make sure that every child at this school has the best opportunities for learning that we can provide.
- ii. To this end we are committed to helping every child make good decisions about his or her behaviour throughout the school day. We believe that teachers should be able to teach the curriculum which they have planned and that children should be able to learn in a positive environment free from the disruptive behaviour of others.
- iii. We believe that every adult in school (teachers, support staff, helpers or visitors) should expect good standards of behaviour from each child. To this end we are committed to helping each adult develop positive ways of managing each child's behaviour. We believe that each child should be treated in a positive and constructive way by all adults in school.
- iv. We believe that it is vital for us to work with parents to prevent behavioural problems occurring and to keep them informed about how we teach the children to make responsible decisions.
- v. Self-discipline is encouraged and we believe that this is best encouraged in a climate in which children are respected and where trust and fair play are demonstrated.
- vi. There will be no 'blanket' punishments, for example a whole class will not be kept back at playtime if only a few pupils failed to comply.
- vii. Pupils are encouraged to value themselves and to take pride in their own work and property and that of all others in our school and community.
- viii. We will strive for a no-blame culture, whereby pupils will be encouraged to:
 - focus on responsibility for their own actions
 - reflect on their own feelings and those of others
 - discuss issues and address problems through circle-time using the phrase, "Someone I know....."; teachers will promote the use of a 'Worry Bag' as a method of enabling children to inform us of their issues. There is also a 'Suggestions Box' for parents
 - take the lead in dealing with issues of behaviour that is upsetting them e.g. rather than tell an adult about minor issues*, children develop the confidence to say straight away they say to their peer, "Please don't do that. I don't like it because...../it makes me feel....." (*minor issues will be deemed anything that isn't persistent, harmful, violent or abusive)
- ix. We will use the phrase : 'sensible choice' when referring to behaviours. For example, we might say "Was that a sensible choice?" if a child breaks the rule, followed by, "What would be a sensible choice next time?"
- x. Use of an Incident Book, will provide a written account of any poor or concerning behaviour. Each Year group will have their own book, which will

follow them through the school. This will enable us to monitor behaviour of individuals and groups over time.

4. School Rules, Rewards and Consequences

The point of the rules is to give clear guidance to children and appropriate expectations to adults with regard to behaviour; it is important to the children that our rules apply to all visitors and parents, etc as well as children: "All who enter the school grounds." Our approach is to reward children who choose to follow the rules and to make sure that children who choose not to follow the rules know that consequences will follow which they will not like.

i. Rules

Through consultation with all children, the following suggestions were prominent in all classes. Children want everyone:

- to care for each other all of the time
- to be treated fairly
- to work hard
- to not argue/fall out/fight/hurt one another/no pushing
- have fun
- to follow instructions/do as we are told
- to wash their hands and flush the toilet after they've been

These suggestions were incorporated in to a 'School Rule Song' to help everyone learn the rules and remember them; posters can be seen around school. (See Appendix 1.)

ii. Rewards

Everyone agrees that children should be rewarded in some way when they abide by the school rules. Some rewards at our school are:

- Verbal Praise
- Parents/carers Informed
- Achievement Assembly
- Stickers and Certificates
- Team Points
- Peer Praise

These are displayed around school, alongside the school rules. (See Appendix 2.)

iii. Consequences

For those children who do not make sensible choices, the following code has been agreed by staff and pupils working together. (See Appendix 3.)

1. A WARNING look from an adult

2. ORANGE CARD: Verbal warning*

3. RED CARD: Time-out in the classroom (possibly in another classroom or Head teacher's office) **

4. Time-out at playtime (1 minute per year of age)***

5. If 2 time-outs in one day, sent to Head teacher

6. Parents informed, initially by the class teacher, if poor behaviour continues If behaviour is extreme, children will be sent directly to the Head teacher.

*The teacher should say, "I am disappointed because...."

*If you receive persistent verbal warnings then parents want to be informed

**The time-out should last for 1 minute per age of child

**All time-outs will be recorded in teachers Incidents Book

***Time-outs at playtime will be spent **outside** sitting at a bench or standing by the wall alone in order for quiet reflection. A 'Playtime Reflection' sheet must be filled in. (See Appendix 4.) This should be photocopied and sent home for parents to sign. Parents will sign it and return it to school. A copy will be given to the Head teacher. Other children must not speak to them during this time.

****If you are sent to the Head teacher you will be expected to fill in a behaviour statement on your own to help you reflect on your poor choices and how you will make better choices in the future. A 'Time for Reflection' sheet will be filled in.

If any child wastes lesson time or has time-out in another room which means they miss their work, then they must take their work home to complete.

Any child sent to the Head teacher, will be given a slip to take home to give to their parents. (See Appendix 5.)

It is important to note, that at the beginning of every day every child will start on a GREEN FOR GOOD card/disc. This sends out the message that we value each child as they enter the school as being well-behaved and that any warnings given on the previous day have been wiped clear.

iv. Playtime Consequences

Coloured circles, representing the Orange and Red Warning Cards, will be displayed on the door to the storeroom off the playground. All children will start playtime on GREEN (for good behaviour.) Any child making a bad choice will have their name written up on to the ORANGE warning card and RED if poor behaviour continues as per the above policy. At the end of break, the teacher on duty will give the child a coloured disc to give to their class teacher with an explanation about their wrong choice.

5. Development and Monitoring

- ❑ This system of rewards and consequences applies at any time during the school day. All adults in school use them.
- ❑ Staff monitor consistency of approach in staff meetings as well as through informal conversations.
- ❑ Everyday monitoring of poor or concerning behaviour, is written down by the class teacher (or midday supervisor at lunchtime) and recorded in the Incidents Book for monitoring by the Head teacher.
- ❑ A Playtime Book will be used to record incidents occurring during playtime and/or to monitor the behaviour of pupils causing concern.

- ❑ When a child is significantly slow to learn to make sensible choices then individual support plans and/or contracts are agreed with the child, parents/carers, head teacher and staff.
- ❑ Persistent misbehaviour might result in the child being supported by the school Educational Psychologist and/or other appropriate external services

6. Violent and/or Abusive Behaviour

The first duty of the head teacher and governors is the care of staff and pupils. Violent behaviour and verbal abuse is not acceptable in school. Pupils will be isolated from other pupils and supervised by a member of staff in an open area. Parents will be informed. Immediate exclusion may follow while an investigation of the incident is carried out. In this case, the chair of Governors and DLAT are informed in a writing. Deliberate damage to school property, whether it is the fabric of the building (such as a broken window), or items such as a book, will be reported to parents/carers with a request for repair or replacement.

For guidance to staff where physical intervention between staff and pupils is deemed necessary, please refer to the Restraint of Pupils policy.

7. Exclusions

This sanction will be used in severe cases of misbehaviour. The Head teacher will inform parents of the reason for exclusion and its duration. Parents/carers are legally responsible for the child's actions while s/he is excluded. The Exclusion policy of the Governing Body will be followed.

8. Debarment during the Midday break

School is entitled to debar children during the midday break, i.e. parents must make arrangements for their child to be taken off the premises during lunchtime break. This will be done only after careful consideration and consultation with staff. It will be the head teacher's final sanction of persistent misbehaviour during the midday break. Parents/carers will be informed about the possibility of debarment before the debarment occurs if appropriate (sometimes it may need to be from immediate effect). A written account of the reasons for debarment will be given to parents and all reasonable steps will be taken to ensure that parents have received and acknowledged notification, in reasonable time to make suitable arrangements.

On occasion, a child may be told to return to Class immediately after lunch to complete work not done satisfactorily during lessons (or stay in at playtime); children will be aware of this consequence and will be given warning of this during the lesson if need be. Unless it becomes a regular occurrence, there will be no steps taken to inform parents as this will be based on the teacher's discretion through general understanding about expectations during lesson time.

9. Future Developments

- ❑ This policy will be shared with all parents/carers via our website or in hard copy upon request after full approval by the governing body
- ❑ All supply staff and student teachers are to be aware of this policy and agree to administer it.
- ❑ Elements of the policy may be subject to change and will be updated accordingly.



Appendix 1

Our School Rules

This little school we share, we're gonna make it
fair

This little school we share, we're gonna show
we care

This little school we share, we're gonna make it
fair

Show we care

Make it fair

Show we care

On Monday He helped me to try my best
On Tuesday He helped me to argue less
On Wednesday He said work hard then play
On Thursday follow instructions straight away
On Friday He told me not to kick and push
Saturday He helped me to be clean and flush
Sunday He helped me get my homework done
Then we can have a lot of fun

(The days represent EVERY day)

These rules were devised by the children, for the children in February 2015.
Sing and learn them to the tune of 'This Little Light of Mine.'

