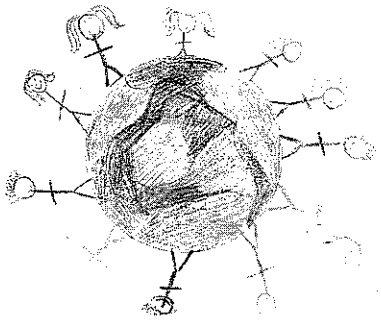
"Working together as one"



St Wilfrid's CE Primary School

Good Behaviour Policy
(Including anti-bullying policy)

February 2015

Behaviour and Discipline Policy

Contents:

1. INTRODUCTION

The Behaviour and Discipline policy operates in conjunction with the following policies:

- Exclusion Policy
- Special Educational Needs (SEN)
- Equal Opportunities policy
- Attendance Policy
- Safeguarding and Child protection policy and
- Disability Discrimination Scheme.

At St Wilfrid's CE Primary school we are committed to enabling all children to access education successfully. This is an "inclusive" process; part of this commitment is concerned with establishing a high standard of behaviour throughout the school. The way in which pupils and adults behave has a profound effect on all the work that is undertaken. Therefore a well thought out approach to this aspect contributes directly to both the social and learning aspects of our school.

To create an atmosphere where children are able to develop a moral awareness and are sensitive to the needs of others and one in which they will show respect and consideration for other people and property.

To praise and reward positive attitudes to behaviour and work and to maintain fairness and consistency, whilst encouraging self-discipline.

We recognise that high standards are best promoted when everyone (staff, parents and children) have a shared understanding of what is acceptable and unacceptable behaviour. By promoting good behaviour we can build individual and collective esteem and encourage good personal relationships.

- Ensuring a safe, caring and happy school
- Promoting good citizenship, good self-esteem, self-discipline and emotional intelligence
- Preventing bullying.

The Governing Body has a duty under S175 Education Act 2002 that requires them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

2. St Wilfrid's CE Primary School PRINCIPLES of Behaviour

- Every child has the right to learn and the responsibility to behave in a way that doesn't disrupt the learning of others.
- We believe that children who are engaged in their learning at all times are less likely to display any disruptive behaviour.
- Everyone has a right to be listened to, to be valued, to feel and be safe.
- The fundamental approach is a positive one, drawing attention to, rewarding good behaviour and mutual respect.
- Whole school approach to behaviour with a clearly defined code of conduct.
- It is expected that all adults (staff and volunteers) will set excellent examples to the children in everything they do.
- We will seek to give every child a sense of personal responsibility for his/her own actions.
- Effective communication systems
- Early support for developing problems.
- Where there are significant concerns over a pupil's behaviour we will share the strategies we use with parents; working on an active partnership to promote good behaviour. Strategies may be recorded in an Individual Education plan or where there is a high level of concern, a Pastoral Support Plan.
- We will seek advice and support from appropriate outside agencies.
- Staff will keep abreast of current issues and initiatives.

3. IMPLEMENTATION

It is recognised that the quality of learning experiences in the classroom will have an impact on behaviour. High expectations from staff delivering a curriculum matched to children's varying needs in a creative and engaging manner will help to motivate pupils promoting self-esteem and confidence, leading to order and self-discipline.

It is also recognised that external influences on children must be taken into account and related to the expectations of the school. The development of good relationships with parents will assist in the encouragement of support and understanding.

Finally it is important to reward those who behave well. Most children respond well to praise and there is something worthy of praise in all children. However it is important that children accept responsibility for their own actions through a clearly defined code of conduct understood by all. (**Appendix 1)**

IN ALL DISCIPLINARY ACTIONS IT IS ESSENTIAL THE CHILD KNOWS THAT IT IS THE BEHAVIOUR WHICH IS UNACCEPTABLE, NOT THE CHILD AS A PERSON.

4. THE ROLE OF THE HEADTEACHER

It is the role of the Headteacher 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 the children in the school.

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

The Headteacher has access to records of all reported incidents of misbehaviour in the Behaviour records.

The Headteacher has the responsibility for giving fixed-term exclusions 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.

The head teacher must **publicise the school behaviour policy**, in writing, to staff, parents and pupils at least once a year through the school's website.

5. THE ROLE OF GOVERNORS

The governing body must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.

Section 88(2) of the EIA requires the governing body to:

- make, and from time to time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour and discipline amongst pupils; and
- notify the head teacher and give him or her related guidance if the governing body wants the school's behaviour policy to include particular measures or address particular issues.

6. THE ROLE OF THE CLASS TEACHER

It is the responsibility of the class teacher to ensure that the school's Code of Conduct is adhered to in their class, and that their class behaves in a responsible manner during the school day. All adults must act as role models in terms of behaviour and treat all others in a respectful manner at all times. It is also their responsibility to ensure pupils are engaged and interested in their learning and time is organised well so that opportunities for disengagement are kept to a minimum.

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

The class teacher treats each child fairly and enforces the Code of Conduct consistently. The teacher treats all children in their class with respect and understanding in terms of their voice, words and actions.

It is the responsibility of the class teacher to record significant incidents of inappropriate behaviour in the Behaviour Records file.

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

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy.

7. THE ROLE OF NON-TEACHING STAFF

It is the responsibility of all staff to ensure that they provide a positive role model in terms of behaviour and respect at all times.
It is also the responsibility of all staff to ensure the school's Code of Conduct is adhered to in their class, and that their group behaves in a responsible manner during the school day.

The staff at St Wilfrid's CE Primary School have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

All members of non teaching staff treats each child fairly and enforces the Code of Conduct consistently and treats all children in their group with respect and understanding in terms of their voice, words and actions.

Support staff should report any significant incidents back to the class teacher.

8. PARENTAL INVOLVEMENT

Staff welcome early contact if parents have a concern about their child's behaviour or fear that they are being upset by others. If parents and school work together we believe that the discipline and behaviour of pupils will be maintained and respected by all.

Parents can help in the following ways:

- By ensuring that pupils arrive punctually for the start of the school day.
- By ensuring that pupils have appropriate dress for school and PE so as to take a full part in all school activities. By adhering to the school's policy for uniform, instances of bullying can be reduced.
- By supporting the school in our policy that all pupils are expected to behave in a responsible manner, both towards themselves and others, showing consideration, courtesy and respect for other people at all times. (See Code of Conduct Appendix 1)
- By ensuring that pupils show a proper regard for other people's property, buildings and the environment.
- By ensuring regular attendance at school and avoiding unnecessary pupil absence.
- By adhering to the Home-School Agreement, which details the agreed responsibilities of parents, pupils and teachers. (**See Appendix 2. Home-School Agreement)**

We value our partnership with parents/carers and encourage involvement in all aspects of school life including discipline and behaviour.

We aim to:

- Welcome parents into school and make them feel valued.
- Develop good communication between parents and school.

Parents are under a legal duty to ensure that their child (aged 5-16) receives a suitable full time education either at school or by making other suitable arrangements.

For school-registered pupils or those attending Pupil Referral Units (PRUs), parents must ensure that their child attends punctually and regularly.
Parents have a clear role in making sure their child is well behaved at school. If they do not, the school or local authority may ask them to sign a parenting contract.

Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of

any exclusion. If they do not, the school or local authority may issue a penalty sanction of £60 (rising to £120).

Parents must also ensure that their child attends the suitable full time education provided by the school governing body or the local authority from the sixth day of exclusion. Parents are expected to attend a reintegration interview following any fixed period exclusion from primary school and any fixed period exclusion of more than five days from secondary school. Failure to attend may make it more likely that the court will impose a parenting order if the school or local authority applies for one.

9. ST WILFRID'S CE PRIMARY SCHOOL BEHAVIOUR AND ANTI-BULLYING POLICIES

At St Wilfrid's CE Primary School, discipline is recognised to be a collective responsibility between parents, staff, governing body, children and other agencies involved with school. It is vital that the behaviour policy is clear, that it is well understood by staff, parents and pupils and that it is consistently applied. If this partnership is working effectively then we expect:

Parents

- To be aware of Code of Conduct and the Home/School Agreement
- To co-operate with school
- To ensure pupils wear school uniform and have P.E. kit, homework and other equipment as necessary.
- To ensure children's regular attendance and punctuality
- To encourage their children to show respect and support the school's authority to discipline children.
- To raise concerns about a child's well-being with a member of staff.
- To recognise that some pupils have special needs concerning their behaviour and they may have an Individual Development Plan or Pastoral Support Programme.

Staff

- To provide high quality teaching and learning opportunities that challenge and engage all the pupils
- To demonstrate a high level of respect for each other, the parents, pupils and governors of the school.
- The Headteacher fully supports the staffs' authority to apply consequences for poor behaviour choices in line with the policy.
- To follow and apply the behaviour and anti-bullying policies consistently

- To be fair and consistent if behaviour falls short of the expectations in the Code of Conduct
- To develop an effective working atmosphere

Governing Body

- To deal with allegations against teachers and school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person subject to the allegation.

Children:

- To move in an orderly manner around school
- To show respect for people and property and to be polite, considerate and caring
- To demonstrate appropriate levels of concentration and self-discipline
- To take responsibility for their own actions and make positive choices in respect of their behaviour
- To co-operate with and respond to the school's code of conduct
- To be polite, considerate and caring

The desired outcome is that children will be motivated and enthusiastic, taking a pride in themselves and our school.

Through praise and encouragement, we aim to emphasise the following positive qualities:

- Respect
- Kindness
- Forgiveness
- Consideration
- Tolerance
- Co-operation
- Patience
- Empathy
- Good Manners

The following behaviour is considered to be unacceptable:

- Bullying - individual or group; verbal or physical abuse; taunting; mimicking (including Cyberbullying)
- Aggression towards pupils and adults
- The use of racist language and behaviour or homophobic language and behaviour.
- Swearing
- Rudeness (lack of respect)
- Stealing
- The disruption of learning for other pupils

We aim to encourage the children to exercise self-discipline and develop the ability to:

- Control their feelings.
- Take turns and share.
- Learn to interrupt only if, and when, appropriate.
- Listen and respond immediately to the teacher's voice.
- Work independently and co-operatively.
- Work without disturbing others.
- Work consistently, always giving their best.

10. WORK MATCHED TO NEEDS / PROMOTING SELF ESTEEM.

Staff aim to promote positive self-esteem by:

- Providing opportunities for children to work at their own level in order to achieve success.
- Helping children gain confidence in their own ability.
- Motivating children to improve their performance.
- Encouraging children to take pride in their achievements, sharing their ideas and skills with others.

11. STRATEGIES

In order to assist with the implementation of our discipline policy, **staff** must:

- Aim to be good role models.
- Supervise children to and from classrooms, into cloakrooms and to and from playgrounds. (Where possible year groups can work together)
- Remind children, as they leave classes, of expected behaviour when moving around school i.e. walking in single file - no running.
- Encourage toilet visits at breaks and lunchtimes.
- Encourage group/team games in the playground, placing emphasis on taking

turns

- Give reasoned explanations for the Code of Conduct and resulting sanctions
- Use key words for reinforcement e.g. kindness, forgiveness, care and consideration, sharing, friends.
- Use a common reward system throughout school with team points awarded for academic and non-academic achievement and effort.
- Praise individuals, groups, classes or departments as and where appropriate.
- Ensure that resources are clearly labelled, easily accessible and that children have some responsibility for their care.
- Actively support parental involvement in school and remind parents that they have a valuable role to play.
- Ensure copies of the Code of Conduct are included in parental information booklets.
- Utilise present communication systems in school.
- Involve outside agencies where necessary through consultation with the SENCO.

12. CLASSROOM MANAGEMENT AND PROCEDURES

To promote good discipline within the classroom staff should aim to:

- Have lessons prepared in advance so pupils are constantly actively engaged in learning.
- Be ready in the classroom to greet children before the start of each lesson.
- Label resources clearly and make them easily accessible.
- Design classroom layout to facilitate ease of movement.

- Organise and adhere to consistent classroom routines e.g. lining up, sitting correctly.
- Place emphasis on independent learning.
- Be well prepared and organised.
- Allow adequate time for tidying up.
- Make expectations clear to children and parents, when applicable.
- Share responsibilities between all children.
- Use a calm, quiet voice, use eye contact, gesture, etc.
- Maintain a quiet, calm atmosphere.
- Encourage children to raise their hands rather than interrupt.
- Involve children in the organisation of systems wherever possible.
- Be positive in the use of language e.g. 'please walk', rather than 'don't run'.

The Code of Conduct

13. POSITIVE BEHAVIOUR MANAGEMENT

Behaviours which may signify emotional and behavioural difficulties
There are a number of behaviours which may signal the need for special provision. Most obviously these include bullying, disruptive behaviour and poor anger management. Less obviously these include poor motivation, poor organisational skills, poor concentration and self harm.

The most important cause of behavioural difficulties – Limited Self-Esteem

The most important cause of behavioural difficulties in children is their limited self – esteem. Children often have life experiences which make them feel that they are not loved, cared for, valued or seen as special by others. This can inform their behaviour patterns, which may have a negative influence on the way people react to them, which ultimately reinforces their low self-esteem. A vicious circle is established, which many pupils lack the insight or the power to break.

Pupils with low self-esteem may display their insecurities by

- Becoming either boastful or over self-critical
- Becoming aggressive or withdrawn
- Looking for ways to avoid new academic or social challenges
- Finding it hard to relate appropriately to others and appearing uncomfortable in unfamiliar company or situations

- Experience difficulties in making friends.

Dealing with emotional and behavioural difficulties in school

Some pupils who experience social and emotional difficulties will need to have the policy adapted for them. The emphasis must always be on establishing the expected behaviour and levels of respect. These pupils will have Individual Behaviour Plans that set out their targets for improvement and the appropriate strategies to use with them.

Behavioural difficulties in school may, sometimes, need to be dealt with by the use of sanctions. In the short term, sanctions can stop inappropriate behaviour. However, they must be used sensitively, and the emphasis should be on supporting and rewarding pupils instead.

Pupils with low self-esteem can be very demanding and many of their behaviours can alienate those who are trying hardest to support them. However, the need to adopt positive behaviour management strategies is central to helping them acquire more appropriate patterns of behaviour.

Concentrating on pupils' failings is likely to damage their self-esteem and have a negative effect on their development. Reinforcing good behaviour or celebrating achievements by giving pupils your time, approval and attention is likely to have a positive influence on their global development within and beyond their school years.

TEN SIMPLE GUIDELINES FOR POSITIVE BEHAVIOUR MANAGEMENT

1. Establish a friendly, positive, supportive relationship with the pupils in your care.

2. Always remain calm when you speak to pupils. Never raise your voice. This will help you maintain your authority and confidence and keep your relationships with them positive.

3. Make sure, wherever possible, that pupils are doing purposeful activities that they enjoy. Pupils are much less likely to miss-behave if they are busy in their learning.

4. As soon as it occurs, reward positive behaviour with attention and praise. 'Catch them being good'.

5. Where possible, identify when behaviour problems are likely to arise and try to divert or modify the pupils' behaviour before discipline is needed.

6. Know the school rules and the reasons for them. Be clear, firm and polite about the behaviour boundaries.

7. Know what sanctions you can use, but try to avoid using them – especially if a quiet word or reminder will do.

8. Avoid telling a pupil off in public.

9. Avoid the use of sanctions when support strategies will suffice.

10. Use the school's monitoring, report and behaviour referral systems so that you support each other in addressing the individual pupil's needs and those of the whole school.

14. BEHAVIOUR MODIFICATION

This process can be used with individual groups of children, classes or year groups as appropriate. All members of staff involved with the target group should work corporately and consistently.

Intervention Techniques

The following intervention techniques can be used in the development of individual programmes for specific children with behaviour problems after consultation with Senior Management and Special Needs Coordinator.

- **Ignoring** i.e. where practical ignore inappropriate behaviour, praise appropriate behaviour (role models).

- **Positive Questioning** e.g. What are you doing?, What should you be doing?, Good you know what to do so can you do it?,

- **Positive Choices** If you do this, then this will happen (negative outcome) If you choose to do this, then this will happen (positive outcome). Now you choose what you are going to do
- **Code of Conduct/Rules** i.e. positively phrased - incompatible with undesirable behaviour. Take the rule and provide examples. Use praise for positive actions.
- **Modelling** i.e. indicate role models displaying appropriate behaviour. Adults to be good role models.
- **Distraction** i.e. if a difficult situation is likely to develop distracting the child's attention, e.g. give a specific task, send a message, etc.
- **Time Out** .i.e. pupils given 'time out' – an opportunity to work under supervision but away from the classroom situation or a period of reflection, standing alone on the playground during playtime within sight of the teacher or supervisor.
- **Solution Focused Approach** i.e. use of the group support approach to anti-bullying.

15. CONSEQUENCES OF POOR BEHAVIOUR

General poor behaviour-This includes talking in class, low level disruption, refusal to follow instructions, spoiling work etc

- In every instance children need to have the opportunity to reflect on their behaviour choices and to improve their attitude so that learning for themselves and others may continue
- Verbal or non-verbal warning e.g. moving name on traffic lights
- Reminders of behaviour choices, rules etc.
- Time out in class. Time out in another class. (No more than ten minutes)
- Detention at lunchtime
- Removal from class to work with an Assistant headteacher or the Headteacher.

Severe clause-This can include aggressive behaviour, swearing at an adult, stealing, leaving the building, racist or homophobic name calling, bullying, causing damage to school property etc

- In every instance of this kind a member of the senior leadership team must be informed and a behaviour report completed.

16. PUPILS' CONDUCT OUTSIDE THE SCHOOL GATES- TEACHERS' POWERS

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. *Section 89(5)* of the *Education and Inspections Act 2006* gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

Subject to the school's behaviour policy, the teacher may discipline a pupil for:

- any misbehaviour when the child is:
  - taking part in any school-organised or school-related activity or
  - travelling to or from school or
  - wearing school uniform or
  - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the school or
  - poses a threat to another pupil or member of the public or
  - could adversely affect the reputation of the school.

17. REWARDS

We aim to reward positive rather than emphasise negative attitudes to behaviour and work. It is important to keep this philosophy in perspective. For the majority of children this approach will work, sanctions should be needed only for a minority of children.

It is essential that the main focus for rewards and sanctions should be within the classroom, extending to Senior Management where necessary. They should be applied in a fair and consistent manner with appropriate parental involvement.

These can be given to individual children, small groups, classes, year groups or departments as appropriate by:

- Teaching Assistants, all support staff and volunteers
- Class teachers
- Assistant headteachers
- Headteacher

Rewards can include the following:

- Written praise e.g. a positive comment on work, report,
- Verbal praise e.g. to the child, parent, another adult in school
- Team points, certificates for academic and non-academic achievement
- Team reward times
- Golden time in class or as a group
- Headteacher award on work or as a sticker, name on wall in the hall.
- Newsletter, part of Celebration Assembly
- Special responsibilities e.g. being a monitor/house captain
- Child, group or class, singled out as a role model

Team System

The Team system operates consistently throughout the School as follows:

- Classes are divided into 4 teams - mixed ability and behaviour.
- Weekly sheets will be displayed in classes
- Children will be awarded team points for academic achievement and for good behaviour. When team points have been awarded they should not be taken away.
- Children may mark up their own individual points, under supervision. The teachers or Year 6 monitors will total up the points on a weekly basis. This information will be shared on Wednesdays during assembly.

18. PROCESS AND RECORD KEEPING

- Where behaviour is persistently below the standard required the pupil will be entered on the Special Needs register at 'School Action' and strategies set up by the class teacher. Informal notes will be kept by the class teacher and may be discussed at consultations with the parents or at other informal meetings.
- If the problem is more serious the child will move to 'School Action+' when strategies will be reviewed and careful monitoring of events takes place to establish causes, patterns etc. Strategies will be discussed with all who work with the child, the parents and the child themselves where age is appropriate. This will include setting up an IBP (Individual Behaviour Plan) for that pupil.

- If the behaviour does not improve the child's behaviour will be discussed at one of the regular School Based Review meetings. The Individual Behaviour Plan is continued. TA time and midday supervisor support may be allocated to implement strategies to improve behaviour. External agencies may be involved.
- Where pupils reach School Action Plus and above, a personalised approach may be adopted whereby a framework of rewards and sanctions is agreed with everyone working with that child.
- At all times parents are kept informed and encouraged to be active partners in the strategies to meet the child's needs.
- In extreme cases where behaviour is not improving in response to the above strategies, the head and Senco may be set up a Pastoral Support Plan with a view to preventing the child from being excluded. This plan will involve the parents, pupil, teachers and TAs and any external professionals involved with the child.
- *In very extreme circumstances, the Headteacher may exclude a child from school either for a fixed period or permanently.*

(For more information on exclusions, please refer to the School's Exclusion Policy)

19. Anti-Bullying

Definition

Bullying is deliberately hurtful behaviour repeated over time, where it is difficult for those being bullied to defend themselves.

We do not tolerate bullying of any kind at St Wilfrid's School. Any incident of apparent bullying is investigated. Bullying is something that happens more than once to the same person. Something that happens once may be mean and hurtful but it is not necessarily bullying.

Reported bullying will be investigated by an appropriate member of staff. This should be someone who can take the time to talk to all involved. In most cases any bullying will initiate the Solution Focussed Group approach. If this doesn't prove to be successful then consequences will need to be applied with the possibility of exclusion. Parents should be informed as soon as possible so that they can support the school's actions.

All positive behaviour strategies and the development of good relationships between all pupils with adults acting as role models should reduce the development of bullying behaviours.

20. REVIEW AND MONITORING

This policy overlaps with other policies and should be reviewed in conjunction with those policies, in accordance with the schools review cycle.

Policy recommended at Curriculum and Premises Committee on

Appendix 1

CODE OF CONDUCT

Do's of the playground

- **Do** show respect to everyone at all times.
- **Do** look after the younger children
- **Do** pick up litter
- **Do** stand quietly after the whistle and walk into school
- **Do** stay off the grass unless given permission
- **Do** stay on the playground
- **Do** play safely and treat each other with kindness and consideration
- **Do** let everyone join in
- **Do** use respectable language
- **Do** walk away from trouble and tell an adult

Do's of the classroom

- **Do** show respect to everyone all the time
- **Do** behave in a way that lets the teacher teach and the pupils learn
- **Do** use your manners
- **Do** listen to the teacher and one another
- **Do** your best
- **Do** walk in school
- **Do** keep the school tidy
- **Do** remember homework and P.E. kit on the correct days
- **Do** smile and be happy

Appendix 3

SCHOOL RULES

We are gentle **and** we don't hurt others

We are kind **and** we don't hurt anybody's feelings.

We listen **and** we don't interrupt.

We are honest **and** we don't cover up the truth.

We work hard **and** we don't waste our own or other's time.

We look after property **and** we don't waste or damage things.

Rewards for good behaviour choices

- Words of praise
- Team points
- Certificates
- Prizes
- Golden time

Consequences for poor behaviour choices

- Verbal warning
- Warning
- Consequence card (10/15 minutes of detention)
- Full lunchtime detention (Parents informed)
- Seclusion (isolation) (Parents informed)
- Exclusion (Parents informed)