



Walcott Behaviour & Discipline Policy

Agreed / Last Updated: October 2018

Signed Andrew Sewell Headteacher

Signed Rebecca Phillips Chair of Governors

Review: September 2019

Governing Body Statement of Behaviour Principles

Section 88(2) of the Education and Inspections Act 2006 requires the governing body to:

a. make, and from time to time review, a written statement of general principles to guide the headteacher in determining measures to promote good behaviour and discipline amongst pupils; and b. 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.

This statement is to be read in conjunction with the school behaviour policy and home school agreement which are reviewed and approved annually by the governing body.

Our principles are that:

- Staff and pupils will be polite and respectful at all times, to each other, to visitors and to the school community;
- Any form of discrimination (including ability, additional educational need or disability, age, culture, faith, gender, ethnicity or sexual orientation) or bullying will be addressed promptly;

- Staff and the governing body will provide opportunities for pupils to develop self discipline, selfcontrol and a sense of responsibility for the school and its environment and be involved in decision making;
- Staff will be fair and consistent and foster a culture in which pupils' achievements are recognised and celebrated by ensuring that praise, encouragement and rewards are used effectively to promote achievement and to secure good teacher-pupil relationships; • Expectations will be explicit and consistent to ensure that pupils understand the consequences of disruption to learning and breach of the School Rules and that sanctions are applied in a fair and consistent manner;
- Staff will be empowered to take prompt and effective action when pupils behave inappropriately;
- The school will work in partnership with home and external agencies to maximise the chances of every pupil behaving responsibly;
- To ensure effective management of teaching and learning, classes are well-organised with lessons that are stimulating, appropriate and differentiated.

Aims

- 1) To promote a consistent approach so that everybody in the school community is aware of the expectations.
- 2) To provide a positive working environment.
- 3) To foster mutual respect and awareness of each other's needs. 4) To reflect a Christian ethos of forgiveness, justice and care.

Philosophy:

We aim to create a safe, secure environment in which children and adults feel free to relate to each other in a relaxed, friendly, civilised way. Safe in the knowledge that they are valued and respected, and will be listened to, and responded to, with courtesy. We cannot expect children to know instinctively how to behave: example is vitally important. Some children may not be aware that they are behaving in a way, which is regarded as unacceptable by other children and adults. They will need to be told, sensitively, that their behaviour is inappropriate, and helped to change. We need to be aware of possible cultural differences. The whole school team:- staff, helpers, parents, Governors and children, share in the responsibility of creating a school environment where the above aims can be realised.

The physical environment is important, as we seek to surround the children with a clean, warm, well-maintained and organised school. Active steps will be taken to involve children in the creation and maintenance of that environment. The emotional environment is important as we seek to develop a caring relationship with them, helping them to develop good work and play relationships with adults and their peer group.

We encourage a positive view of life and learning, seeking to praise and reward whenever appropriate. We also give the children the opportunity to exercise responsibility.

The active support of parents is vital for the establishment and maintenance of good discipline. In any situation where we are concerned about behaviour we will always act 'sooner rather than later' and parents will therefore be informed about poor behaviour at an early stage.

Similarly, we would seek to encourage parents to come to us with any worries they have regarding their child's behaviour. We feel that it is better to know of any worries early and at first-hand rather than letting a build-up occur.

Methodology:

We have a set of whole school rules which are reviewed periodically with the involvement of staff and children. These rules set the expectations for everyone:

Insert new rules

- Class rules to be defined with the children on an annual basis. (These are tailored to the age of the children and focus on the practicalities of classroom and lesson organization)
 - The class rules will be visible in the classroom and be referred to on a regular basis. Rewards and sanctions will be made clear to all concerned.
 - Good behaviour is encouraged by a well cared for environment and a wellordered, positive learning experience. The staff therefore;
 - set clear expectations for children's behaviour,
 - encourage children to set their own goals and maintain a sense of responsibility,
 - establish consistent procedures,
 - handle any challenging behaviour quickly and calmly so that it does not encourage others,
 - provide rewards through suitable comments and encouragement.
- We promote good behaviour through values and encourage the children to resolve conflict through forgiveness and saying sorry.

All teachers and support staff are able to exercise their own experienced judgements as to the form of their response to disruptive and anti-social behaviour, whether it is in the classroom or outside, but in exercising their judgement they will have regard to the general principles of the school. There is a place for both a private and a public reprimand, preferably at the time of the incident or at least soon afterwards so that the reprimand is both effective and meaningful. The aim of any reprimand is to achieve immediate good order for the benefit of others. Teachers and support staff will guard against over reaction, as this can lead to an escalation. Above all, the reprimand must be fair to those concerned. The humiliation and degrading of children must **always** be avoided. Punishment of whole groups for individual acts will, if possible, be avoided. Any ringleaders should be identified and dealt with separately.

Types of Unacceptable Behaviour

The following are unacceptable forms of behaviour in our school:

Foul or Abusive Language

This includes comments about a child's ability, disability, appearance and remarks about a child's parents or family. Obscenities, swearing, blasphemy, racist or sexist remarks are also unacceptable language.

Acts of Personal Abuse

Any attempt to cause physical/emotional pain or embarrassment, *play fighting*, violent games, bullying and cyber bullying (see separate section), injuring others, kissing, touching or rude behaviour, deliberately inciting others to act in an abusive way towards others.

Intolerant Behaviour

Any racist or homophobic behaviour. Anti social and bullying behaviour aimed at any minorities or vulnerable groups.

Bullying

Persistent deliberate physical and psychological abuse towards individual or groups (See anti bullying policy for full definition).

Disobedience

Deliberate and sustained disobedience towards adults, a reluctance to conform, disruptive behaviour preventing other children within the class from working properly. Refusal to follow instructions.

Theft

Taking of property without the permission of the owner.

Damage to Property

Destruction or damage of possessions belonging to others, including willful breaking or defacing of school property and equipment.

Dangerous Behaviour

Play fighting, wrestling, throwing objects, pushing through doors, tripping others up or any behaviour which could cause injury to another child or adult.

Inconsiderate and Disruptive Behaviour

This is lying or acting in a way which needs investigation by a member of staff and which wastes an unreasonable amount of time.

Emphasising good Behaviour

Good behaviour can always be acknowledged by a smile, a positive comment or a team point. We give attention for success not just misbehaviour.

Good behaviour is celebrated at group, class and whole school level. We need to ensure that all children experience success.

Allow children, whenever possible, to take responsibility for themselves in their behaviour by, for instance, providing choice whenever possible.

Give children strategies to resolve their own conflicts, see that children carry them out and reach a successful conclusion.

Encourage children to be assertive, to express their feelings and to resolve conflict without resorting to violence, swearing or abuse.

Our Reward System:

Children are placed in one of four houses named after local RAF stations: Digby, Waddington, Conningsby, Cranwell

Team Point Stickers (These are available to all staff and can be given at all times during the day to celebrate good behaviour)

Certificates for every 100 team points (awarded in celebration assembly)

Badges: Bronze (500 team points) Silver (800 team points) Gold (1000 team points)

Termly treat for the current winning house.

Beyond this we have a range of positive rewards: Headteacher awards, Golden tickets, lunch time awards, Core Values reward badges.

Responses to undesirable Behaviour:

Staff will be fair and consistent in their reactions to children who may exhibit aspects of undesirable behaviour.

It will be clear from the teacher's actions that it is the behaviour that is unacceptable and not the child.

The imposition of a sanction is not based on the tolerance level of a teacher being exceeded but because the child has broken an agreed rule.

Responses to undesirable behaviour should be as economic as possible. A stern look is often sufficient. Unless there is a very good reason i.e. risk of immediate danger to child, staff should not shout at children; this is not a suitable way to apply discipline in our schools. Whilst staff need to talk seriously and calmly to children, this should not be done in a way to demean the child. Staff must be particularly careful not to use language and phrases whilst disciplining children that could be considered bullying, insensitive or oppressive. Staff must consider medical and SEND needs of the child in any conversation about behaviour and discipline, and show due sensitivity. They should always consider how phrases used may sound out of context at a later date. Reminders of the school's core values and behaviour rules should be part of any conversation however. Staff should express disappointment in the child's behaviour and not a personal dislike of the child.

Sanctions are applied in an appropriate and consistent manner. They may be denied part of their break or lunchtimes for a reasonable period of time.

Pupils **must not** be denied access to specific areas of the curriculum.

It may be appropriate for a pupil to be given 'time out'. 'This may be within the classroom, just outside the classroom, or with another teacher for a while. Pupils will not be placed outside of the classroom in an unsupervised situation.

What we will do if a child misbehaves:

- we will ask them to stop misbehaving.
- where necessary we will discuss incidents with the children involved in order to establish the facts.
- where possible we will encourage children to try to resolve disagreements themselves.
- we will encourage children to take responsibility for their own behaviour.
- If appropriate staff will discuss the incident with parents at the earliest opportunity.
- If behaviour involves racist or homophobic elements this will be investigated, followed up and reported using the LA 'investigating racist behaviour' document.

Repeated or persistent misbehaviour

Classroom/Playground Stages:

If a child is misbehaving we will:

- 1: Ask them to stop, and explain why.
- 2: Give them chance to reflect on their behaviour and apologise

3: Time out- missed play time (small increments so that it is proportionate) 5:
Involvement of headteacher or base leader

6: If the behaviour continues then a behaviour record card will need to be used and the parents made aware of the ongoing nature of the behaviour. If the behaviour relates to bullying, an anti bullying plan will be put in place including a behaviour contract between the involved children. At this stage further loss of privilege and / or additional rewards systems should be considered.

7: If the behaviour continues then an individual behaviour plan will be required along with a risk assessment if the behaviour presents a physical danger to others or themselves. 8: beyond this the behaviour will be treated as an SEND issue. Outside agencies must be involved and a plan a plan and review cycle initiated.

9: Fixed term exclusions (These may be considered earlier if an incident is serious enough eg. Involving an offensive weapon, extreme violence and harm to others, extreme on going disruptive behaviour)

10: Permanent exclusion (Only normally considered once a plan and review cycle has been initiated, u outreach involvement accessed, but may be considered for single very serious incidents without this process)

NB: A child may be excluded by the Head teacher for any of the following reasons:
Bringing into school undesirable substances- i.e. controlled drugs. alcohol. cigarettes.

Bringing into school an offensive weapon-e.g. knives, blades etc.

Attacks on pupils, staff or visitors, physical or verbal by pupils or families. Persistent bullying or disruptive behaviour.

The exclusion procedure is laid out in the schools' administration handbook pages 4654.

Lunch Time Staff

- Lunch time staff will use the same steps 1-5. Time out will be carried out on the playground with the use of an egg timer.
- If behaviour continues after time out and the lunch must discuss this with the class teacher.
- Lunch staff have team point stickers and specific positive rewards that focus on good behaviour.

Special Educational Needs

When children have repeated problems with challenging behaviour placing of these children on the special needs register is considered.

Children who have recognised emotional and behavioural problems will need extra consideration but this does not mean that behaviour which would not be tolerated from other children will be allowed. This particularly applies to any aggressive, disruptive or insolent behaviour.

It may be necessary to draw up a 'behaviour plan' for some children. This will be done in consultation with the parents and involve external advice if appropriate. Any such plan must be in keeping with the school and class reward and sanction systems. It is important that for this small group of children that full records of incidents are kept, in order that problem areas or times of day can be pinpointed and action taken to ameliorate them.

Where a serious behavioural incident takes place which would normally warrant an exclusion, permanent or fixed term; then considerations should be taken of how the child's identified SEND needs are being met. Where clear opportunities to de escalate or manage a situation have been overlooked or agreed plans not followed, then these factors may indicate that the school is partially responsible for a resulting incident. In these circumstances it may not be appropriate to exclude on all occasions but the final decision rests with the Headteacher. Ultimately the health and safety of other children should be paramount.

Equal Opportunities

Equal Opportunities are at the heart of this policy. All children are regarded with the same consideration whatever their sex, intellectual or physical ability, social, religious and cultural background or race. They are entitled to identification of their individual needs and to positive strategies to meet those needs.

Bullying

There are many definitions of bullying, but most have three things in common:

- it is deliberately hurtful behaviour
- it is repeated often over a period of time
- it is difficult for those being bullied to defend themselves

Bullying can take many forms but three main types are:

- physical – hitting, kicking, taking belongings
- verbal – name calling, insulting, racist or sexist
- indirect – spreading nasty stories about someone, excluding someone from social groups, deliberate ignoring.

(More detailed definitions are contained within the schools anti bullying policy)

As isolated or infrequent incidents these forms of behaviour are unacceptable but they would not be classed as bullying unless they were repeated on several occasions in a relatively short space of time by the same child or group of children.

Teachers and supervisory staff should always be particularly vigilant at playtimes, observing the children at play, intervening where necessary to prevent or deal with unacceptable behaviour, talking to any child who appears to be alone and praising "good behaviour". Any member of staff on duty should actively patrol all playground areas.

The curriculum and circle time will be used to raise awareness of bullying behaviour, as well as R.E. and assemblies. We aim to promote values that reject bullying behaviour. Any bullying behaviour that comes to light will be dealt with swiftly by the Headteacher using the guidelines in the anti bullying policy.

Monitoring and Review

All involved parties have a responsibility to monitor and support the implementation of this policy. Suggestions for changes may be made at any time and may be incorporated through the addition of appendices. Both staff and Governors will review the policy on a 2-yearly basis.