

BISHOP WILSON CE PRIMARY SCHOOL

BEHAVIOUR AND DISCIPLINE POLICY



“We aim to rise above the ordinary, developing an education which can unlock potential and transform lives. We believe everyone in our school community deserves to be cared for unconditionally and valued equally as God’s unique creation.”

1. Aims and Expectations

It is our primary aim:

- That every member of the school community should feel valued and respected. We are a caring Christian community and build our values on mutual respect and trust for all as is demonstrated in the Bible.
- That everyone feels happy, safe and secure.
- To promote good relationships so that people can work together with the common purpose of supporting each other’s learning.
- To help children become positive, responsible and increasingly independent members of the school community.
- To reward good behaviour as a means of developing an ethos of kindness and co-operation.
- To ensure all children including those with SEN and disability are treated fairly and in a consistent way.

This policy:

- Is a means of supporting the above aims, not a system of rule enforcement.
- Supports the school community in aiming to allow everyone to work together in an effective and considerate way, respecting each other’s learning styles, views and beliefs.
- Aims to help children grow in a safe and secure environment.
- Promotes good behaviour, rather than merely deters anti-social behaviour.

We expect:

- Every member of the school community to behave in a considerate way towards each other.
- Every member of the school community to respect other’s views, beliefs, property, the environment and all living creatures.

2. Rewards and Punishments

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

- Teachers congratulate children and draw the good behaviour to the attention of other pupils where appropriate.
- Teachers awards stickers to recognise good work.
- Children who have worked particularly well, or produced an exceptional piece of learning take their work to show the Headteacher, who rewards talks to the child about their work and awards a Headteacher's Sticker.
- We distribute certificates to children who have improved their work or have consistently worked or behaved well.
- All classes have an opportunity to lead a sharing assembly where they are able to show examples of their best work.
- The school operates an assertive discipline policy which works on individual rewards and sanctions (Appendix A).

Efforts and achievements, both within and outside school, are recognised in a weekly Celebration.

Teachers discuss expected good standards of behaviour with their class. In addition to the school rules each class has its own classroom code, which is discussed and formulated by the children and displayed on the wall of the classroom. In this way the high standard of behaviour expected is reinforced. Any incidents of anti-social behaviour may also be discussed with the class, as well as with the pupils involved.

The school does not tolerate bullying of any kind. We act immediately if any such actions are reported and do everything in our power to ensure that all children attend school free from fear. See Bishop Wilson School Anti-bullying policy for further detail.

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

- We expect children to listen carefully to instructions. If they do not do so within lessons they may be moved to a place within the classroom where there are fewer distractions.
- We expect children to try their best, if they do not, they may be asked to repeat the task.
- We expect children to work sensibly with others in class. If they are disruptive they will be reprimanded. If a child misbehaves repeatedly, they may be isolated from their peers until they are can work sensibly again. If their behaviour endangers the safety of others, the activity will be stopped and the child prevented from taking part in the rest of the lesson.
- We expect kindness and care to be shown to others. If a child acts in a way that harms or upsets others they are punished appropriately (loss of playtime, letter of apology, working for the benefit of others) and the incident recorded (Appendix A). If the behaviour continues, parents are invited to discuss the situation with a view to improving the behaviour. (See Anti-bullying policy)

All members of staff are aware of the regulations regarding the use of force by teachers. Teachers in our school do not hit, slap or push 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

It is the responsibility of each teacher to ensure that school rules are enforced in their class and that their pupils behave in a responsible manner. Teachers at Bishop Wilson have high expectations of children in terms of behaviour and strive to ensure that all their pupils work to the best of their ability. Each child is treated fairly and the classroom code applied consistently. It is each teachers aim that all children are treated with respect and understanding.

Any poor behaviour in class is recorded, and in the first instance is dealt with by the teacher, however, if misbehaviour continues, the class teacher will seek advice from the headteacher and a behaviour programme formulated. This will involve the pupil and parents. Progress in all areas is reported to parents each term, however, if concerns about behaviour or welfare arise, the class teacher may contact parents at any time, after informing the Headteacher. The class teacher may also liaise with SENCO and outside agencies, as necessary, to support and guide the progress of each child.

4. The role of the headteacher

It is the responsibility 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 children in the school.

The headteacher supports the staff in the implementation of the policy and by setting the standards of behaviour in the school. The headteacher also keeps records of all reported serious incidents of misbehaviour and is responsible for giving fixed-term suspensions to individual children for serious misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may exclude a child either permanently or temporarily in accordance with Local Authority guidance. Both these actions are only taken after discussion with the school governors.

5. The role of parents

We collaborate with parents to ensure that consistent messages about behaviour are given.

Our discipline policy is explained in the school prospectus and we expect parents to read and support this. We expect parents to support their child's learning at home and co-operate with the school, as set out in the home-school agreement.

If the school has to use reasonable sanctions, we expect parents to support our actions. If there are concerns about the way their child has been treated, parents should contact the class teacher. If the concern remains, the headteacher or school governors should be informed. If the problem remains unresolved, a formal grievance or appeal process can be implemented.

6. The Role of governors

The governing body is responsible for setting down guidelines on the standards of behaviour and discipline and reviewing their effectiveness. Although the headteacher has day-to-day authority for implementation of the policy, he/she is supported by the governors. They may advise on particular disciplinary issues, and this advice must be taken into account when making decisions.

7. Fixed-term and permanent exclusions

Only the headteacher (or acting headteacher) has the power to exclude a pupil from the school. The exclusion may be for one or more fixed periods, for up to 45 days in any one school year. Pupils may also be permanently excluded, and the headteacher may convert a fixed term exclusion to a permanent one if circumstances warrant this. Any such decisions are always discussed with the chairman of governors (or Vice chairman in his/her absence) prior to exclusion.

If the headteacher excludes a pupil, parents are informed immediately with reasons for the exclusion given. At the same time it is made 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 such an appeal.

The decision to permanently exclude or exclude for longer than 5 days, is taken after discussion with a member of the governing body, and the LA is informed. The governing body itself cannot either exclude a pupil or extend the exclusion period set by the headteacher.

The governing body's personnel committee acts as a discipline committee should this be needed. They consider any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, any representations by parents or the LA, and whether the pupil should be reinstated.

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

8. Monitoring

The headteacher monitors the effectiveness of the policy on a regular basis. He/she also reports to the governors on the effectiveness of the policy when requested, and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of 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. A record is also kept of any incidents that occur at break or lunchtimes. Mid-day assistants inform staff on duty of any serious incidents and these are recorded by staff concerned. A pupil with particular difficulties may have a behaviour log, filled in by class teachers, this is done in an effort to find patterns in the behaviour and so establish a programme for dealing with the problem.

The headteacher keeps a record of any pupil who is suspended for a fixed term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure the school policy is administered fairly and consistently.

9. Review

The governing body will review this policy every two years. They may, however, review the policy earlier than this if the government introduces new regulations, or if they receive recommendations on how the policy might be improved.

Appendix A

Assertive Discipline

Assertive discipline is a positive system of behaviour management which aims to reward children for good work and behaviour as well as alert them to and then question any anti-social behaviours which may occur.

Set out below is the school behaviour management system.

- Within each classroom there is a behaviour file in which every class member is recorded. Each pupil has a plastic envelope which contains reward cards and a sanctions sheet.
- If a pupil exhibits excellent work, manners or behaviour – that “something extra”, they will be rewarded with a sticker or stamp on their card.
- Every week there is the opportunity to earn a stamp through consistent effort and good behaviour – in this way we ensure that all children are able to earn rewards, even those who’s work and behaviour is exemplary.
- Each reward card is double sided, with 10 or fifteen spaces for teacher rewards and a space for Headteacher’s comment. Once a side has been filled the card is taken to the Headteacher and a further reward earned as follows:
 - 10 rewards.Headteacher’s award
 - 15 more rewards.....Letter of congratulations home to parents
 - 15 more rewards.....Bronze certificate presented in a showing assembly
 - 15 more rewards.....Silver certificate presented in a showing assembly
 - 15 more rewards.....Gold certificate presented in a showing assembly
 - 15 more rewards.....Afternoon tea party with the headteacher.
- The rewards system is designed in such a way as to make each extra reward accessible to all pupils, but also to provide enough challenge to run for a complete school year.
- Once given, rewards can not be taken away by subsequent poor work or behaviour. It is therefore necessary to have a parallel sanctions system.
- If behaviour within class or during playtime is poor eg. consistently not paying attention, disrupting others, playing unfairly etc. children are verbally warned that the behaviour is not acceptable.
- If there is no improvement during the day, a child’s name, or initials will be written on the class whiteboard as a means of reminding them what is expected of them in terms of behaviour and work.
- If there is still no improvement, the pupils will be asked to finish lunch-time play ten minutes early and write an explanation of why they behaved in that way and why it was considered unacceptable. (Children in classes 1 or 2 will be asked to talk about and reflect on their behaviour with the teacher on duty.)
- If this happens twice within a week, a dated entry will be made on the sanction sheet. An entry can also be made if a single incident is thought severe enough to warrant it.
- At the second entry on the sanctions sheet, a letter will be sent home to parents requesting that they make an appointment to discuss with staff and child ways forward to improve work or behaviour.

Signed:

Date:

Review Date: