

WILBY C E (VA) PRIMARY SCHOOL
BEHAVIOUR AND DISCIPLINE POLICY



Introduction

This policy was developed through a process of consultation with the teaching staff and governors. It was approved on 30th April 2003, reviewed every two years, with the last review taking place in Spring 2016. It will be reviewed again in Summer 2017 in line with the schedule set out in the Whole School Development Plan.

Aims

It is a primary 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, Christian community, whose values are built on those that Jesus taught of love, mutual trust and respect for all. The school 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 and prepares children for life in modern Britain promoting fundamental British values.

The school has a number of school rules¹ but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

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

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

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

Incentives

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation.

¹ Appendix 1 – Wilby School Rules

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

- Staff congratulate children
- Staff make positive comments on children's work
- Staff give stickers and/or house points
- For exceptional work or behaviour, adults in school award merit points. The children are sent to the Head Teacher to collect their merit points. When 10, 30, 60 or 100 merit points are received, the children receive a merit badge
- Each week, the staff and/or peers in the class nominate a child from their class to be 'pupil of the week'
- Each week, the child in class who has scored the most house points will receive a Head Teacher's Award
- Each 'pupil of the week' receives a Head Teacher's Award in the school assembly
- At the end of the school day, if a child has not received any consequences and their card on the behaviour chart has remained on green, then they will receive a "Good to be Green" point. Once the children receive pre-determined amounts of behaviour points, they can be traded in for reward e.g. treat from class prize pot, merit point, mufti day. The children can decide when to trade in their behaviour points.

The children also have the opportunity to work towards a class reward. Whole class positive behaviour will be rewarded by awarding class points. For each class point rewarded 1 minute of choosing time will be given on a Friday afternoon. (A maximum of 30 minutes will be awarded per week)

Consequences

The school employs a number of consequences to enforce the school rules and to ensure a safe positive learning environment. Consequences are explained to each class and displayed on the wall of each classroom². They are fairly and consistently applied so that every child in the school knows the standards of behaviour that are expected and what will happen if the school rules are not followed. The class teacher will keep a record of any children who have had a consequence applied after a reminder. On the third consequence, the child will have to complete a slip which they will take home to their parents explaining why they have been in time out. The parent will then be expected to return the slip the following day. If a child reaches the fourth step on the list of consequences, they will be

² Appendix 2 – Wilby School Consequences

placed in internal exclusion and will have to work for the remainder of the day in a member of the senior management team's class and parents will be informed at the end of the day. If a child reaches this stage three times in a term (6 weeks), they will complete the internal exclusion with the Head and a behaviour contract will be written. At the beginning of each day, the children have a fresh start and have no consequences carried over. Children will automatically drop down to the "Time Out" consequence if they cause deliberate physical harm to another person, if they swear or if they answer adults back.

Exceptions to the rule

Occasionally, children behave in a way which requires action over and above the application of the above listed consequences. Examples include:

- Bullying - the school does not tolerate bullying of any kind. Whilst it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour (see Anti-Bullying Policy).
- Special Educational Needs (SEN) - if, following consultation with parents, a child is identified as having specific behavioural, emotional or social needs, specific interventions will be put in place to support this child and they may have their individual reward and consequence system. Should the child need further additional support, advice will be sought external agencies. However, in exceptional circumstances (see next two points below), a child might be excluded.
- Serious breaches of the school's Behaviour and Discipline Policy, such as deliberate damage to property, and verbal or physical abuse. In such cases, the Head Teacher may exclude a pupil (see below).
- Behaviour by a pupil that puts either the pupil themselves or others in the school at risk of serious harm. In such cases the Head Teacher may exclude a pupil (see below).

Exclusions

Only the Head Teacher (or the acting Head Teacher) has the power to exclude a pupil from school. The governing body cannot either exclude a pupil or extend the exclusion period made by the Head Teacher.

An exclusion may be for a fixed term or permanent:

- Fixed Term exclusions -the Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year.

- Permanent exclusions - the Head Teacher will usually only permanently exclude a pupil if all other strategies have been tried without success. In very serious, exceptional circumstances, a Head Teacher may permanently exclude a child for their first offence. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion. Once a pupil has been excluded for a total of 45 days in one school year, their exclusion becomes permanent.

If the Head Teacher excludes a pupil, s/he will inform the parents immediately, ideally by telephone followed up by a letter within one school day. The letter will state:

- a) for a fixed term exclusion, the length of the exclusion and the date on which the child should return to school
- b) for a permanent exclusion, the fact that it is permanent and any relevant previous history
- c) the reasons for the exclusion
- d) the parents right to make representations to the governing body
- e) who to contact to make any such an appeal
- f) the latest date by which the Governing Body must meet to consider the circumstances of the exclusion
- g) the parent's right to see his or her child's record upon written request
- h) the arrangements that the school will make for the setting and marking of work which is to be completed under the parent's guidance during the exclusion
- i) the name and telephone number of support agencies which the parent can contact

The Head Teacher will inform the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

Procedures for re-admittance following a fixed-term exclusion

Towards the end of the period of exclusion, the Head Teacher will arrange a reintegration meeting with the child's parents. At this meeting, a support programme will be agreed outlining the support that is going to be put in place for the pupil upon their return. The pupil's parents may also be asked to agree to the terms of a Parenting Contract.

Appeals

The Governing Body has a Discipline Committee which is made up of between three and five members which meets to consider any exclusion appeals.

The Discipline Committee must meet to consider an exclusion:

- if, in the case of a fixed period exclusion of 5 days or fewer in one term, a parent requests an appeal. Although the Committee must consider the appeal, it cannot direct the Head to reinstate the pupil. In such cases, the Committee must respond promptly to the parent, but there is no statutory time limits apply to the consideration of such an appeal.
- if, in the case of a fixed period of exclusion of more than 5 but less than 15 days in one term, a parent requests an appeal. The Committee must meet between the 6th and the 50th school day after receiving notification of the exclusion.
- if the exclusion is permanent or for a fixed term of more than 15 days in one term (or that takes a pupil's total number of days excluded to over 15 days in one term). The committee must meet between the 6th and the 15th school day after receiving notification of the exclusion.

When the Discipline Committee meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents, and decide whether the exclusion should stand or not. An officer from the LA may also be present at the appeal to ensure that good practice is followed.

If the Discipline Committee decide to uphold an exclusion, a note of their views will be placed on the pupil's school record with copies on any relevant papers.

If the Discipline Committee decides that an exclusion should not stand or that a permanently excluded pupil should be reinstated, the Head Teacher must comply with this ruling.

If a parent does not agree with the Discipline Committee's decision, they ultimately have the right to appeal to an Independent Appeal Panel.

Roles and Responsibilities

All staff

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

All staff treat each child fairly and enforce the school rules consistently ensuring that all children in their class are treated with respect and understanding.

It is the responsibility of the class teacher to ensure that the school rules are discussed with the children and enforced in their class, and that their class behaves in a responsible manner during lesson time.

If a child misbehaves in class, a member of staff will deal with the incident and follow the hierarchy of consequences.²

If a class teacher feels that further help and advice on a child's behaviour is required, after discussion with the child's parents, the class teacher will liaise with the Special Educational Needs Co-ordinator.

The class teacher and SENCO may need to liaise with external agencies, to seek additional support and guidance.

The role of the Head Teacher

It is the responsibility of the Head Teacher, 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 Head Teacher to ensure the health, safety and welfare of all children in the school.

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

If discussions are held with parents, keeps a note of the agreed outcomes. The Head Teacher also keeps a record of all reported serious incidents of misbehaviour.

The Head Teacher also has the responsibility for giving exclusions to individual children for serious acts of misbehaviour. It is also the Head teacher's duty to notify the Governing Body of any exclusions.

The role of parents

The school works collaboratively with parents, so children receive consistent messages about to behave at home and at school.

We expect parents to support their child's learning, and to co-operate with the school rules, as set out in the home-school agreement³. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher. If these discussions cannot resolve the problem, then parents will be informed how to proceed should they wish to take the matter further (see complaints procedure).

The role of the Governing Body

The Governing Body has the responsibility of setting down general guidelines on standards of discipline and behaviour in a policy, and of reviewing its effectiveness. The governors support the Head Teacher in carrying out the policy.

The Head Teacher has the day to day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

Whilst only the Head Teacher may exclude a pupil, the Governing Body has a duty to monitor the number of exclusion given and to set up a Discipline Committee to consider any exclusion appeals (see above).

The role of the children

The school involves children in the promotion of good behaviour in a variety of ways:

- By encouraging the children to discuss their ideas about school discipline in Personal, Social and Health Education and Citizenship lessons, assemblies, and at Pupil Forum
- By asking children to sign the Home-School Agreement

Monitoring

³ Appendix 3 – Home School Agreement

The Head Teacher 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.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents and keeps copies of returned "Time Out" slips. The Head Teacher keeps records of any internal exclusions, and if they are excluded externally for a fixed-term, or permanently.

It is the responsibility of the governing body to monitor the number of exclusions, and to ensure that the school policy is administered fairly and consistently.

Appendices

1. Wilby School Rules
2. Wilby School Consequences
3. Home School Agreement

Wilby School Rules



We try our hardest in everything we do

We use kind words and kind actions to everyone and everything in school

We listen to and follow adult's instructions

We are honest about things which have been said or have happened

WILBY SCHOOL CONSEQUENCES



At Wilby School we expect everyone to keep the School Rules. If you choose not to, then the following consequences will happen:

You will receive a reminder about your behaviour from an adult.

You will receive a warning from an adult which will be recorded.

You will complete a time out slip to take home telling your parents why you have moved through the consequences.

You will be internally excluded for the remainder of the day to work in Mrs Warwick's or Mr Morris' class and your parents will be informed at the end of the day.

If you are internally excluded three times in a term, you will be sent to work in Miss Pearce's office for the day and your parents will be called in and a behaviour contract will be written.

Wilby CE VA Primary School



Home School Agreement

*Together we are inspired to learn within the family of
God's love.*

The staff and governors of Wilby CE VA Primary School believe that every child and adult should be encouraged to reach their full potential within a Christian atmosphere.

The School

As a school we will support your child's learning in partnership with the family by:

- Providing a happy, safe, supportive Christian environment for them to be in.
- Encouraging a love of learning by praising success and effort.
- Ensuring your child has the opportunity to achieve his/her full potential as a valued member of the school community.
- Offering a broad, balanced and carefully planned curriculum which addresses the individual needs of your child.
- Encouraging your child to take care of their surroundings and show respect to others around them.
- Treating children and families with respect and courtesy at all times.
- Welcoming parents/carers into the life of the school and to ensure that staff are always available, by mutual arrangement, to discuss any concerns you may have about your child's progress or general welfare.
- Building strong home/school links through the use of the homework diary, meetings and written reports.

Signed: _____

Class Teacher

Headteacher

The Family

As a family you will support your child's learning in partnership with the school by:

- Encouraging a love of learning by praising success and valuing achievement.
- Taking a positive interest in your child's school life.
- Treating the staff, children and other parents with respect and courtesy at all times. This includes not airing views about the school, staff, pupils and other parents on social networking sites such as Facebook.
- Making the school aware of any concerns or problems that might affect your child's school life.
- Supporting the school's behaviour policy, in particular returning any slips sent home after a "Time Out".
- Ensuring that your child attends school regularly, on time and is properly equipped and informing the school by 9.30am if your child is absent from school.
- Ensuring that your child is collected from school promptly at the end of the school day and that the start and end of day procedures are followed.
- Supporting the school's homework policy and wherever possible promote opportunities for home learning.

- Attending the parent consultation evenings.
- Where possible, supporting your child at special church services and school events.

Signed: _____
 Parents / Carer

The Child

I will do my best to keep the School Rules as listed below:

- We try our hardest in everything we do
- We use kind words and kind actions to everyone and everything in school
- We listen to and follow adult's instructions
- We are honest about things which have been said or have happened

Child's Name:.....

Date Agreement Signed: