

Wilby Church of England (VA) Primary School
Behaviour Policy



*Together we are inspired to learn within the family of God's love.
We encourage one another to reach our full potential within a Christian atmosphere.
John 13:34
"A new commandment I give to you, that you love one another as I have loved you."*

Vision

At Wilby CE VA Primary School we are deeply committed to inspiring our children to learn and reach their full potential. Everyone is valued as an individual and helped to develop and progress in their own unique way within a Christian atmosphere.

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.

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
- Staff award House points through Class Dojo
- For exceptional work or behaviour, adults in school award merit points through Class Dojo. When 10, 30, 60, 100 or 150 merit points are received, the children receive a merit badge

¹ Appendix 1 – Wilby School Rules

- At the end of each half term, the House which has the most house points will receive a treat for their house e.g time at the park, film etc.
- At the end of each half term, each class teacher will choose a pupil who has consistently applied the school rules for that term and they will receive a certificate in a reflection worship.

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. **Each class has a colour chart which shows which stage each child is at on the behaviour system.** 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 complete a time in slip with a member of staff and at the end of the day, their parents will be spoken to. If a child reaches the fourth step on the list of consequences, they will be placed in internal exclusion and will have to work for the remainder of the day with the Head and parents will be informed at the end of the day. If a child reaches this stage three times in a term (6 weeks), a behaviour contract will be written. **Children have the opportunity to work their way back to the green stage if they change their behaviour and apply the school rules.** 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 In” 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.

² Appendix 2 – Wilby School Consequences

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 Inclusion Lead.

The class teacher and Inclusion Lead 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

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.

³ Appendix 3 – Home School Agreement

The school keeps a variety of records of incidents of misbehaviour.

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