



William Westley C of E Primary School

BEHAVIOUR POLICY

Self discipline is the only worthwhile discipline

1. Aims

As in society at large, behaviour at school is about rights and responsibilities. Children in school have rights or entitlements, but they also have responsibilities towards helping to create a school where the rights of others are respected.

Children are entitled to:

- feel safe;
- respect themselves and others;
- be able to get on with their work without undue interruption from other children;
- know that their own property will be respected;
- be listened to properly by staff when they have worries or concerns;
- have their worries and concerns addressed.

Children are expected to be responsible for their own behaviour, and for ensuring that the rights of themselves and others are not infringed.

Good behaviour is also about creating an environment in which everybody can work effectively, and where visitors to the school feel welcomed.

We want children at William Westley School to:

- feel confident about approaching a member of staff to talk about any worries;
- develop self discipline and a positive self image;
- show courtesy, consideration and kindness towards each other, to adults in the school, and to visitors;
- show care towards themselves, other children and adults in the school, property and the school itself;
- be able to stand up for themselves in an assertive but not aggressive way;
- know how to handle times when they have been upset by others;
- understand how we deal with poor behaviour and how and why sanctions are applied;
- understand the need for, and place of, rules in school and in society.
- take an active part in the life of the school;

We want all children at William Westley to be children who understand and accept the school's rules, know that they are responsible for their own behaviour, and prefer the intrinsic rewards of good behaviour to any perceived attractions of bad behaviour.

In working towards achieving these aims, the way that adults in the school treat children and each other is critical. By showing respect to each other and to

children, by taking children's concerns seriously and helping them to resolve conflict in non-confrontational ways, we can provide a model of appropriate behaviour from which the children can learn.

All classes agree Class Rules or Class Contract in September. These are signed by all adults and children in the class, and are displayed in the classroom and sent home.

All children and parents sign a Home School Agreement when they come to the school. This is also signed by a representative of the school. (Appendix 1)

Children will find it easier to understand our principles of good behaviour if home and school work together. **We aim to communicate clearly to parents our expectations, and to seek their support when things go wrong.**

When a child is repeatedly unable to conform to our expectations of acceptable behaviour, the school's SENCO is involved, and the staged procedure for meeting the needs of individuals is used to help establish strategies for the child. (See Special Needs Policy for graduated response and use of outside agencies.)

2. Acceptable and Unacceptable Behaviour

Behaviour we wish to encourage:

- respecting self, others and property;
- moving around the school in a sensible and orderly fashion;
- being well organised for school and lessons;
- listening to others actively;
- being polite, co-operative and friendly;
- valuing others, their work and their opinion;
- working hard and giving of one's best;
- promoting positive body language

Behaviour that is unacceptable:

- swearing;
- refusing to carry out a reasonable request;
- name calling; (calling children any name other than the name they have agreed to be known by)
- verbal aggression;
- physical aggression (including "play fighting");
- racist or sexist remarks;
- vandalism;
- disruptive behaviour;
- disrupting the learning environment;
- deliberately excluding others;
- "put downs";
- bullying (appendix 2)

At school children learn the difference between acceptable and unacceptable behaviour through:

- observing the way adults interact with children and with each other;
- explicit teaching in the classroom through circle time, PHSE and self esteem techniques;
- discussing the reasons for particular rules (e.g. no running inside the school);
- individual discussions with an adult when a child has behaved badly;
- discussions between children and adult when children have had an argument;
- the use of behaviour modification techniques (e.g. behaviour charts, rewards, sanctions).

3. Implementation

Positive behaviour around the school is encouraged through:

- emphasis being placed on consideration of the needs of others being given a high priority;
- a curriculum planned and taught to the needs of the children;
- a class code of behaviour agreed between the teacher and the class
- an agreed list of rules for the playground (Appendix 3);
- a PHSE education programme; (See LEA PSHCE Scheme of Work)
- merit system; (This operates throughout the school, 10 merits are rewarded by a merit certificate, 25 merits a silver certificate, 35 merits a sapphire certificate and 50 merits a gold certificate.)
- teacher modelling.

Negative behaviour is dealt with through:

- a sanctions system (Appendix 4);
- working with parents (Appendix 6);
- a common approach by staff;
- the use of exclusion when all else has failed (Appendix 5);

4. Record Keeping

Keeping accurate records of incidents and discussions is an essential part of the school's approach to behaviour. Serious breaches of school discipline are recorded by the Headteacher or the class teacher on the Incident Report Form. (Appendix 8) Both class teacher and Headteacher keep a copy of this and it is used in discussion with parents as appropriate. Discussions between staff and parents are recorded on the child's Individual Needs Record . Staff should explain to parents that a written record will be made. This record will contain a summary of the discussion held, any agreed actions to be taken and any other agreed follow up.

What is written must always be accurate and truthful. Unsubstantiated statements must not be presented as fact.

Incident Report Forms are kept by the class teacher and the Headteacher. Individual Needs Records are kept by class teachers and are passed to the child's next teacher.

When a child leaves the school, the Headteacher is responsible for deciding what records should be passed to the next school.

6. Behaviour Outside of the school gates

William Westley will work with families, local police and the community to promote the same high standards of behaviour outside of the school gate as it does within the school. This will include children travelling to or from school, children wearing school uniform or children being in some other way identifiable as a pupil at the school. It will also include misbehaviour at any time that could have repercussions for the orderly running of the school, pose a threat to another pupil or member of the public or could adversely affect the reputation of the school.

7. Monitoring and Evaluating the Policy

The Headteacher has overall responsibility for monitoring and evaluating the effectiveness of this policy annually. All staff have a responsibility to bring to the Headteacher's attention issues relating to this policy that are causing concern.

<i>Policy revised</i>	<i>January 2012</i>
<i>Approved by Governors</i>	<i>February 2012</i>
<i>Review date</i>	<i>September 2015</i>

The Child

I shall aim to:

- Show respect to all adults and children
- Work my hardest and let others do their best
- Follow my class rules
- Take good care of the school's buildings, grounds and all the things we share in school

Together

We aim to:

- Build on our relationship of mutual trust, openness and honesty
- Encourage all children to approach learning with excitement, curiosity,



Home-School Agreement for

Signed

On behalf of the family

Signed

On behalf of the school

Mill Lane, Whittlesford, Cambridge, CB22 4NE
Telephone 01223 832176 Email:

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Appendix 2: Bullying

We acknowledge that bullying can cause enormous unhappiness amongst children at school if it is not dealt with promptly and effectively. We define bullying thus:

Bullying is behaviour which is deliberately hurtful, which is repeated over a period of time, and which is an abuse of power over those unable to defend themselves.

Bullying can be physical (kicking, hitting, interfering with belongings), verbal (racist, sexual, sexist, homophobic remarks, name calling, taunting) or psychological (deliberately excluding, "looks", colluding with others).

Children often find it hard to tell a grown-up that they are being bullied. Often it emerges at home before anyone at school knows about it. If bullying is reported, it will normally be the responsibility of the child's class teacher to start investigating. Thus if a child reports to a midday supervisor or a classroom assistant, that person should report to the class teacher as soon as possible.

If a child complains of being bullied, our first reaction must be to take the child seriously.

1. Allow the child to talk about and explain the incident/s.
2. Reassure the child, and remind her/him how brave and grown-up they are being by talking about it. Discuss with the child how serious the incidents are discuss frequency, intensity, duration.
3. Decide what support is needed, and discuss this with the child. This may be long term, if, for example, a child is being picked on as a result of poor social skills.
4. Discuss with the child what to do about the bullying child. Often this will involve a joint discussion with both children.
5. If it is considered that the situation is one of bullying, log the incidents and the resulting follow up action on the child's Individual Needs Record, inform the Headteacher and discuss the situation with the parents of the child.
6. Monitor the situation closely, and consider what further action, if any, is needed.

With a child who has been bullying, our approach must be to make it clear to the bullying child that we take the situation very seriously, but that we want to help the bullying child to avoid this kind of behaviour in the future. It is the **action**, not the **child**, that we disapprove of.

1. Ask the child to describe what has happened.
2. Encourage the child to explain why the incident/s happened.
3. Encourage the child to describe different things s/he could have done that would have avoided the problem.
4. Encourage the child to empathise with the victim's feelings.
5. Decide a suitable sanction including written/verbal apology, when appropriate.
6. If it is considered appropriate, discuss the situation with both children together.
7. Log the incidents and follow up action taken on the child's Individual Needs Record, and notify the Headteacher.

8. Inform the child's parents of the incident, action taken and seek their response and support.
9. Monitor the situation closely, and consider ways to change the child's long term behaviour. It may be appropriate to discuss this with the school's SENCO. Further support and advice is available through the Access to Learning Specialist Cambridgeshire Access and Inclusion Specialist Teaching Service.

Appendix 3: Playground Rules

Before and after school

When children arrive in the morning, they should go to the playground, not wait on paths or by the bicycle sheds. Children should not arrive before 8.45a.m. A member of staff will be on duty from 8.45a.m.

At the start of the year Reception children may go into their classroom straight away. Other children should wait for the bell and line up with their class teacher or teaching assistant. Line up quietly without pushing ready to begin work.

Children who come to school by bicycle must walk their bicycles to the bike shed.

Playtime and lunchtime

Children are expected to play safely. Fighting, play fighting, throwing stones and climbing trees are not allowed for this reason. The climbing frame area of the playground is not to be used for ball games. When the grass is wet, ball games may only be played on the netball court and other designated areas.

When the grass is wet, children must stay on the hard play area. If a ball goes onto the grass, **one** child may fetch it. If a ball goes out of school grounds or in the pond area, children may not retrieve it, but must wait for it to be returned.

Children may only use the designated school owned playtime equipment.

At morning play children are encouraged to eat a snack of fruit. Litter must be put into one of the bins. At lunch time, no food is to be eaten outside.

Appendix 4: Sanctions for Negative Behaviour

In responding to negative behaviour we have two, at times conflicting, aims. Firstly, we need to show that the behaviour is unacceptable, and that misdemeanours will be dealt with in order to encourage all children to behave well. Secondly, we need to help the child who has misbehaved behave well in the future. It is often difficult reconciling these two aims. We acknowledge that it can be difficult getting the right balance between these two conflicting aims. By having an agreed and recognised set of steps in our responses, children will understand the results of their own actions.

1. Minor breaches of good behaviour are dealt with "on the spot", with reminders of the appropriate and acceptable behaviour.
2. If the action is more serious, or is repeated, time is spent discussing with the child what happened, getting the **child** to explain why it was wrong, discussing what the child could have done instead that would have been good, and explaining what will happen if the child decides to persist in its negative behaviour. If another child has been hurt or upset as a result of the poor behaviour, the child is asked to say how that child is feeling and is expected to apologise properly. We aim to help children see that they are responsible for their own actions. In serious breaches of school discipline, teachers record details of the incident on the school's Incident Report Form.
3. Within the classroom children may receive a "free warning". This will result in initials being placed on the board. A second, third and fourth breach of class rules each result in a cross being placed next to the initials. This means that the child must then report to the Headteacher to fill in a response form. If three response forms are filled in during a half term these will be sent home and parents will be asked to acknowledge this and say what action they will be taking.

Appendix 5: Fixed Term and Permanent Exclusion

The school's ultimate sanctions are fixed term or permanent exclusion. The procedures for excluding a child are outlined in the LEA's "Guidelines on Exclusion from School" (file in photocopy room). The key elements are:

- The exercise of the power of exclusion lies with the Headteacher and cannot be delegated, except where the deputy is in the role of Acting Headteacher.
- Exclusion should only be used as a last resort in response to serious breaches of discipline and following a detailed investigation which includes an opportunity for the pupil facing exclusion to express a view. Permanent exclusion should only be considered if the school has taken all reasonable steps to avoid excluding a child or if allowing the child to remain in school would be seriously detrimental to the education and welfare of the pupil, or to that of others in the school. Reasonable steps might include: exhausting other appropriate sanctions; interviewing the pupil and parents; identifying any special educational needs the pupil may have; negotiating agreements with the pupil and his or her parents; issuing final warnings; removing the pupil for a limited period from a specific activity; detailed discussions with the Behaviour Support Service.
- Careful consideration will be given to determining the appropriateness of exclusion, including factors relating to the pupil and the offence such as: age; ability; previous record; domestic situation; extent to which parental, peer or other pressures have contributed to the offence; severity, frequency and likely recurrence of offence; effect on the functioning of pupils and the school; location; degree of supervision; whether committed alone or as part of a group; whether there are emerging signs of the pupil having special educational needs.
- Exclusion is generally not appropriate for: contravention of uniform regulations for cultural, religious or financial reasons; failure to complete homework; non attendance; breaches of home school agreements.
- Exclusion may be appropriate for: drug abuse; alcohol abuse; persistent bullying; physical assault causing injury taking account of mitigating circumstances such as self defence or retaliation; use of a weapon to injure; serious criminal offence.
- In the event of exclusion parents have the right to make representations to the Governing Body or the LEA. In the event of a permanent exclusion the Headteacher is required to submit the decision to the governors and the LEA so that they may consider whether or not the exclusion should stand.

Appendix 6: Working With Parents

Our approach to behaviour will have the greatest chance of succeeding if home and school work together. We will work hard, therefore, to communicate clearly to parents what our approach and expectations are, and will listen carefully and respond to the concerns of parents. We acknowledge, however, that there are times when home and school approach behaviour and discipline in different ways, and that this can be a cause of difficulty. Children can become confused in this situation, or they can deliberately exploit the differences.

In order to work closely with parents, we adopt the following strategies:

- A section on behaviour is included in the school prospectus.
- All parents sign a Home – School Agreement. The Class Teacher and Headteacher also sign this.
- A booklet about behaviour and class rules class code of conduct is given to all children and their parents at the start of each school year.
- Class teachers discuss concerns about behaviour with parents at an early stage. Children are included in these discussions if it is felt that the child will benefit from this. Notes of discussion and any agreed action points are noted on the child's Individual Needs Record. These notes are shared with the parents and with the child, if the child is considered to be old enough to benefit from this. Parents may receive their own copy of these notes.
- Class teachers keep the Headteacher closely informed about issues, and the Headteacher arranges to meet parents in more serious situations. As above, the child may also be involved, and notes are taken and shared with all concerned.
- If there appears to be a conflict between the approaches adopted at home and school, we will do all we can to explain the reasons for our approach. We may suggest to parents that a talk with the school nurse would be useful.

We strive to make all parents feel that they can come and talk about concerns openly. We explain that we record discussions and that this record is shared with parents.

Appendix 7: Incident Report Form

Incident Report Form

This form is to be used to record significant bad behaviour by a child. One copy is to be kept by the headteacher, and one copy is to be kept by the class teacher

Name of child
Date
Details of incident
Follow up action
Parents informed?

School Rules

Our school rules help to create a safe, secure and happy environment place where all can work hard and achieve their best. Our rules are all about making this happen.

◆ To feel safe in our school

For example:

- We walk around the school
- We do not fight or play fight in the playground
- We use equipment safely
- We walk our cycles along the path at the front of the school.
- We do not cycle into the car park.
- We play in designated areas.

◆ To show respect for each other

For example:

- We are polite to everyone at our school
- We use kind words
- We help when we can
- We share and take turns
- We listen to what others have to say
- We are honest and truthful
- We think before we speak or act
- We remember our manners
- We hold our temper
- We think about the feelings of others
- We work and play fairly.

◆ To show respect for our environment

For example:

- We keep the school and the playground tidy
- We keep the cloakroom areas tidy - hang up your coat and bag
- We stay off the grass when it is wet
- We look after school equipment including books

◆ To learn in our school

For example:

- We work hard and let other children work hard
- We always listen to the adult who is talking to us
- We always try our hardest
- If we don't understand something we always ask
- We are prepared for the school day