

Wyke Regis CE Junior School Behaviour and Positive Relationships Policy

1 Aims and expectations

1.1 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 community, whose values are built on mutual trust and respect for all. The school behaviour and positive relationships 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.

1.2 The school has a number of school rules, which promote orderly and safe behaviour. The school has established its own 'Golden Rules', which are displayed around the school premises. But the primary aim of this policy is not to establish a system to enforce rules. It is a means of promoting good, positive 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.

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

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

1.5 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.

1.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

2 Rewards and sanctions

- 2.1** We praise and reward children for good behaviour in a variety of ways:
- Staff congratulate children.
 - Staff give children stickers or other awards.
 - Children have the opportunity to participate in 'Golden Time' activities.
 - Children can be awarded 'Year Awards' for effort, progress or for being caring or helpful.
 - 'School Commendations' can be awarded for outstanding attitude, effort, progress or achievement. Other school certificates can be awarded for outstanding achievement in or service to the arts or sports.
 - DSA staff can award children 'Lunchtime Award' stickers which lead to the award of 'Star of the Week' privileges.
 - Children who have made a concerted effort or who have produced work of a high standard for their potential can be sent to the Headteacher for acknowledgement of their achievement.
 - Children can receive the Headteacher's Award for concerted effort or outstanding service to the school.
 - All children are members of one of the school's four Houses (Dragon, Gryphon, Phoenix and Unicorn) and can receive house points as a reward for effort, good behaviour, positive attitude, caring for others and helpfulness.

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The most successful houses will receive trophies each month and at the end of the school year.

- Many of the above awards are presented to children during the Friday assembly. Parents/carers also receive a postcard celebrating their child's achievements. (The postcards are provided by the Chesil Education Partnership).
- All children receiving recognition will have their name posted on the school's 'Roll of Honour' board.

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

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- Children who misbehave may have 'Golden Time' deducted.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others. We call this 'time out'. (Teachers must not send a child out of the class without supervision. They must be accompanied by an adult).
- Staff may also exclude a child from class by sending them to another teacher. There are reciprocal arrangements between Y3 and Y5 and Y4 and Y6. Year leaders are also available to support the exclusion of children from their classes.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. If necessary, the assistance of other staff members is sought
- If a child threatens, hurts or bullies another pupil, the Headteacher records the incident and the child may be punished. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- When considered appropriate, a member of staff may impose a 'loss of privileges' sanction upon a child. This may take the form of the loss of a break time and/or lunchtime. The child usually reports to the Headteacher on these occasions or is directed to attend the Detention Class held each lunchtime.
- Where a serious incident occurs or a series of behavioural incidents occur, the child's parents/carers must be informed and invited to attend a meeting with the class teacher and, if appropriate, the Headteacher. If agreed, the child may be placed 'on report'. This measure involves the use of a report booklet which is completed by the child's teachers and taken home each day to inform parents/carers of the child's behaviour and attitude.
- When considered necessary, the school may refer a child (with the parents/carers permission) to the school counsellor or other agencies, e.g. the Behaviour Support Service.
- When considered necessary, the school may initiate a Personal Education Plan (PEP) for a child exhibiting prolonged or extremely poor behaviour in consultation with the child, his/her parents/carers and any

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support agency as appropriate. The PEP will set targets for improvement, strategies for achieving targets and outline support for the child, family and school.

- All teachers maintain a record of pupil behaviour for their individual classes. The Headteacher maintains a school record of behaviour where incidents are recorded when appropriate.
- When considered necessary, the school (in consultation with parents/carers) may decide to place the child in 'isolation' for a short period of time. This will mean that the child does not attend class or participate in any activity with other children. The child will work in isolation with a teaching assistant.
- When considered appropriate, the Headteacher (or in his absence, the Deputy Headteacher) may arrange for a child to be excluded from school for a fixed period of time. In extreme situations, the exclusion can be permanent. (*see fixed-term and permanent exclusions*)

2.3 The class teacher discusses the school's rules with each class. In addition to the school rules, each class also has its own Class Charter, which is agreed by the children and displayed on the wall of the classroom. Parents/carers also receive a copy of the charter at the beginning of the academic year. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher may discuss these with the whole class during 'circle time'.

2.4 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. All members of the school are informed of the school's anti-bullying policy at the start of each academic year. Parents/carers can read the school's policy on the school's website and a copy accompanies the school prospectus. (*see school's Anti-Bullying Policy*)

2.5 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Staff in our school do not hit, push or slap 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. A record of incident is maintained and parents/carers are informed of any such incidents.

2.6 It is the responsibility of all members of staff (permanent and temporary) and adult visitors to the school to act in a manner which sets an appropriate example to the children.

2.7 **The school does not tolerate racism.** If a racist incident should occur, staff must follow the procedures as set out in the school's Race Equality Policy. All racist incidents must be reported to the Headteacher who will ensure that they are recorded on the appropriate form.

3 The role of the class teacher

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

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3.2 The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

3.3 The class teacher treats each child fairly and enforces the Class Charter consistently. The teacher treats all children in their class with respect and understanding.

3.4 If a child misbehaves in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher should seek help and advice from the Head of Year or the Headteacher.

3.5 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. For example, the class teacher may (with the agreement of the SENCO or Headteacher), discuss the needs of a child with the Educational Psychologist, Education Social Worker or Behaviour Support Service.

3.6 The class teacher reports to parents/carers about the progress, behaviour and attitude of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent/carer if there are concerns about the behaviour or welfare of a child. Teachers are expected to respond to concerns/issues raised by parents/carers appropriately. The Headteacher should be informed of any concerns/issues raised.

4 The role of the headteacher

4.1 It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour and positive relationships 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.

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

4.3 The Headteacher keeps a record of all reported incidents of misbehaviour, racist incidents and bullying.

4.4 The headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. This action is only taken after the school governors have been notified.

5 The role of the teaching assistant

5.1 The teaching assistants have a key role in supporting the class teacher in the development and maintenance of good behaviour.

5.2 The teaching assistant may be required to take responsibility for supporting the learning of an individual child or small group of children. In the absence of the teacher, the teaching assistant should assume responsibility for the child/children. However, if they consider the child's/children's behaviour to be unacceptable, they should immediately report this matter to the teacher.

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5.3 Teaching assistants may play a role in determining appropriate rewards and sanctions for children in their class.

6. The role of the dinner supervisory assistant

6.1 Dinner Supervisory Assistants (DSA's) play an important role in the school's welfare provision for its children. Part of their role is to maintain good order in the playgrounds and eating areas during the lunch break.

6.2 DSA's must report serious misbehaviour or concerns to the Headteacher.

6.3 The DSA's can reward children for politeness and positive and caring behaviour by awarding stickers. When a child has gained 10 stickers, they will receive a 'Star of the Week' card for which they will be entitled to additional privileges for one week.

6.4 DSA's may play a role in determining appropriate sanctions to be used for children misbehaving during lunchtimes.

7 The role of parents/carers

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

7.2 We explain the school rules in the school prospectus, and we expect parents/carers to read these and support them.

7.3 We expect parents/carers to support their child's learning, and to co-operate with the school, as set out in the Home-School-Child Agreement. We try to build a supportive dialogue between the home and the school, and we inform parents/carers immediately if we have concerns about their child's welfare or behaviour. We encourage parents/carers to discuss any concerns about the behaviour or welfare of their child with the class teacher or, if appropriate, the Headteacher.

7.4 If the school has to use sanctions against a child, parents/carers should support the actions of the school. If parents/carers have any concern about the way that their child has been treated, they should initially contact the class teacher and/or the Headteacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

8 The role of governors

8.1 The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

8.2 The Headteacher has the day-to-day authority to implement the school behaviour and positive relationships policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour. The Disciplinary Committee of the Governing Body monitors behaviour in consultation with the Headteacher.

8.3 The Headteacher meets with the governors' Discipline Committee on a termly basis and updates them on matters relating to behaviour and discipline. The Headteacher consults with the Discipline Committee on specific issues when appropriate.

9 Fixed-term and permanent exclusions

9.1 Only the Headteacher (or the Deputy Headteacher deputising for the Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

9.2 If the Headteacher excludes a pupil, he informs the parents/carers immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents/carers that they can, if they wish, appeal against the decision to the governing body (only permanent exclusions). The school informs the parents/carers how to make any such appeal and where to seek advice.

9.3 The Headteacher informs the LA and the governing body about all exclusions.

9.4 The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

9.5 The governors' Discipline Committee is made up of three governors. This committee considers any permanent exclusion appeals on behalf of the governing body.

9.6 When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents/carers and the LEA, and consider 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.

10 Peer Mediators

10.1 Year 6 pupils are trained to take on the role of peer mediators. This group of pupils operate a mediation service at lunchtimes to help children resolve 'minor' issues.

11 Monitors, House Captains & the School Council

11.1 Children are encouraged to participate in the school's management and improvement process.

11.2 They are encouraged to volunteer as monitors for a variety of routine tasks/activities.

11.3 Each of the schools' Houses selects a Y6 boy and girl to act as House Captains. Their role is to act as a good role model and to assist staff in the organising of house events.

11.4 Each class elects a boy and a girl to represent the class at the fortnightly School Council meetings. The SC representatives have an opportunity to put forward

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suggestions to support school improvement and to participate in groups leading school developments.

12 Lunchtime activities

12.1 The school has provided children with alternatives to the busy playground. These include a quiet games room, a film club and an outside 'quiet area'.

12.2 The school also provides children identified as having social or behavioural problems, which are exacerbated by inclusion in playground activities, with the option of joining either 'The Cool Kids Club' or 'The Lunchtime Club' operated by teaching assistants.

13 Pupil Counsellor

13.1 The school employs a part-time pupil counsellor to counsel children who are in need of emotional support. Children can arrange a meeting with the counsellor through the Headteacher. Parents/carers are consulted as to whether they wish their child to meet with the counsellor. Parents/carers can also refer children to the counsellor. Teachers must have consulted with parent/carer before referring a child to the counsellor.

13.2 The counsellor is professionally qualified and experienced in working with children. The service provided is not intensive counselling, but an opportunity for children to talk about their worries or concerns. The counsellor may offer advice on coping strategies. The children are offered a confidential service, but any disclosures concerning child abuse are reported to the Headteacher.

14 Monitoring

14.1 The Headteacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

14.2 As outlined above, the school keeps a variety of records of incidents of positive and misbehaviour.

14.3 The Headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

14.4 The Headteacher keeps a record of any incidents of racist abuse or behaviour.

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

15 Review

15.1 The governing body reviews this policy annually. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved. The next review of the policy is due in July 2007.

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