

# **WPS Behaviour and Discipline Policy**

## **Whole School Policy Including EYFS**

### **Aims and expectations**

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's 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.

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. 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 grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

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

### **Rewards and punishments**

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

From KG to Form 6, teachers congratulate children and opportunities to share achievements with the class/school are created wherever possible. Stickers are also used to support praise.

From Reception to Form 6, teachers give children courtesy points which are collected on a card. On completion of the first card a bronze courtesy badge is awarded by the Headteacher. On completion of the second card a silver courtesy badge is awarded and on completion of the third card, a gold badge is awarded.

We distribute courtesy points to children, either for good behaviour, or to acknowledge outstanding effort or acts of kindness in school.

The school acknowledges all the efforts and achievements of children, both in and out of school through assemblies and newsletters. Courtesy certificates appropriate to the levels are awarded at the end of each term (Reception to Form 6)

The school employs a number of sanctions to enforce 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.

If a child disregards a rule, the teacher may mark a box at the bottom of the child's courtesy card requiring her to earn an extra courtesy point before being awarded the relevant badge. Behaviour is often discussed with a child and an opportunity given to rectify the behaviour before a card is marked, particularly within the EYFS and KS1.

If a child misbehaves repeatedly, the incident(s) are reported to the Headteacher and the parent(s) and is discussed with a view to improving the behaviour of the child. In extreme cases a weekly 'report' card may be used in order to check daily behaviour and support positive improvements. 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 a child threatens, hurts or bullies another child, the Form teacher deals with the incident in accordance with the WPS Anti-bullying Policy.

At WPS we have five standard School rules which are displayed in every classroom. This ensures continuity and consistency with behaviour expected within our school. These rules are discussed with the children at the beginning of each School year and are reinforced through assemblies and PHSCE lessons.

In addition to the classroom rules, we have a set of playground rules which are on display on the playground and reinforced by all staff.

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. (Please refer to our Anti - Bullying Policy).

Our procedures pay due regard to the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Teachers 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.

### **The role of the class teacher**

It is the responsibility of teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

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

The teacher treats each child fairly, and enforces the classroom rules consistently. The teachers treat all children in their classes with respect and understanding.

If a child misbehaves repeatedly in class, the teacher keeps a record of all such incidents. In the first instance, the teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the teacher will inform the Form Teacher and Headteacher, seeking help and advice. Such behaviour will be brought to the attention of the whole staff in the daily Staff Briefings / Staff meetings.

In some cases the Form Teacher may ask advice of the SENCO with the aim of improving the behaviour of the child.

The Form teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The Form teacher or Headteacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

## **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 by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour.

## **The role of parents**

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

We explain the school rules in the Parental Handbook, and we expect parents to read them and support them.

We expect parents to support their child's learning, and to cooperate with the school. We build a supportive dialogue between the home and the school, and we inform parents when we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that behaviour has been dealt with, they should initially contact the Form teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## **The role of governors**

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 adhering to these guidelines.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, 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.

## **Fixed-term and permanent exclusions**

**We do not wish to exclude any child from school, but sometimes this may be necessary.**

Only the Headteacher has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

The Headteacher makes it 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 any such appeal. This is the same process as stated in the Complaints Policy.

The Headteacher informs the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

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

The governing body will convene a discipline committee which is made up of between three and five members one of whom has no direct relationship with the school. This committee considers any exclusion appeals on behalf of the governors.

When this appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents, and consider whether the child should be reinstated.

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

#### Drug- and alcohol-related incidents

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day the parent or guardian should bring the medication to the school and ask permission for the medication to be given. The medication should be handed to the Form Teacher, Classroom Assistant or Secretary and a form filled out and signed by the parent giving specific instructions about the administration of the medication. Any medication needed by a child while in school must be taken under the supervision of two members of Staff.

It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs.

#### **Monitoring and review**

The Headteacher monitors the effectiveness of this policy on a regular basis. He also makes any necessary recommendations for further improvements.

The school keeps a variety of records concerning 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.

**The Headteacher reviews this policy every two years. The Headteacher may, however, review the policy earlier than this if the government introduces new regulations, or if the Headteacher body receives recommendations on how the policy might be improved.**

**Reviewed Autumn 2010**

**Next Review: Summer 2012**