



Whitchurch Primary School

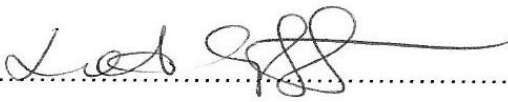
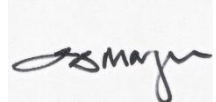
Behaviour and Discipline Policy

Article 13: (Freedom of Expression)

Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.



Policy Approved:

Headteacher	Chair of Governors
	
Date 24/04/23	Date 24/04/23

Work Together – Play Together – Succeed Together
Gweithio, chwarae a llwyddo gyda'n gilydd

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 uses a Positive Behaviour Support approach to the maintaining of discipline, and rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, and to understand challenging behaviour. It is built on the principle that all behaviour is reasonable, rational and understandable and that a route cause always exists (medical, habitual & self-reinforcing, or to meet a need, want or desire). Behaviours are understood to be functional in terms of gaining either interaction, tangibles, self and sensory stimulation or control. The approach to challenging behaviour is to undertake functional behaviour analysis and to attempt to teach functionally equivalent skills.

The school rules now read as follows:

1. We are kind and helpful
2. We are honest
3. We work hard
4. We look after our property
5. We listen carefully

At Whitchurch Primary we believe that all staff, both teaching and non-teaching, are responsible for the positive ethos of the school. We aim to ensure that every pupil comes to school knowing that they will be welcomed into a happy and secure learning environment. Teachers discuss the school rules with the children. In addition, each class has its own classroom code which is agreed by the children and displayed on the classroom wall. In this way, each child knows the

standards of behaviour we expect in our school. If there are incidents of 'anti-social behaviour', the teacher may discuss this in Circle Time and Jigsaw sessions.

Promoting Good Behaviour

We seek to promote the school's 4 values:

1. Respect
2. Achieve
3. Care
4. Inspire

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

- We congratulate children.
- We give children points, such as Dojo points, and stickers.
- We offer positive comments on work.
- Individual children are rewarded in Merit Assemblies.
- Good work can be sent to another teacher to endorse praise.
- Very good work is sent to the Headteacher, who may award a sticker or stamp the work with a positive comment.
- Sometimes parents are contacted by the teacher or Headteacher to share encouraging news about good behaviour.
- Some children work within a system of individual target-setting aimed at improving behaviour.
- Our clear rules and expectations are frequently discussed in Circle Time.
- Some children participate in behaviour contract. These may involve parents.
- We try to persuade children to want positive attention, recognising that poor behaviour can sometimes be a way to gain attention, albeit negative.

Playtimes/Lunchtimes

To aid consistency and in order to promote the importance of good behaviour during these times the expectations detailed above are promoted by midday supervisors.

Promoting Good Behaviour and Discipline

At WPS we seek to foster good relationships between all children, staff and parents and carers. When joining Whitchurch Primary School, a home school agreement is completed by parents/carers which outlines our mutual partnership.

The school works collaboratively with parents/carers, so that children receive consistent messages about how to behave at home and at school. The school's positive behaviour plan is taught to every child and clearly displayed throughout the school. All staff will expect good behaviour and positive outcomes from the children. In order to achieve this we provide a broad based, relevant and universally accessible curriculum.

The school acknowledges all the efforts and achievements of children, both in and out of school. During our weekly Merit Assemblies, children's achievement out of school is celebrated, for example, music or swimming certificates. Children are encouraged to prepare a performance in areas in which they feel confident – song and dance, poetry reading, short drama and karate are but a few examples.

Rewards

Children need rewards to reinforce good behaviour and promote self-esteem. This leads to success in school. The emphasis of this policy is based upon a positive approach to behaviour. The rewards that the children will receive are as follows:

- Regular verbal praise for good work and behaviour and reinforced by learner and good behaviour cards from Good to be Green system used throughout the school.
- Positive and helpful written feedback
- Positive feedback to parents
- A weekly assembly celebrating academic or personal success
- Individual class rewards, e.g raffle tickets
- Class points leading to extra time at playtimes or lunchtimes

Sanctions

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. To do this we have adopted a strategy called "It's Good to be Green", which in itself relies upon positive reinforcement of appropriate behaviour and is designed to acknowledge children who show, green/appropriate behaviour during the day. This runs in 2 sessions, morning and afternoon, with cards wiped out at the end of a session.

There is a system of sanctions with regards to children who have not stayed green all week, that is, they have been given a yellow, orange or red card.

A red card is the most serious card. This can be given after an orange card, or straight away if the incident is serious enough, e.g. violent or extremely non-compliant in nature. This means a senior member of staff is involved and often results in a parent being contacted to discuss the best strategies to help the child avoid this type of behaviour in the future. Other sanctions may be considered at this stage.

We are pleased and proud that the majority of children show exemplary behaviour at all times and feel that this positive way of rewarding their effort is a success.

Challenging Behaviours

Children who consistently display challenging behaviour are supported by the Leadership Team and ALNCo. Teachers also implement and use the Behaviour Checklist provided by our EHWT

Specialist Teacher and in conjunction with the ALNCo to monitor and support. We engage with parents/carers when children are being monitored and supported in this way.

Children who display emotional, as well as behavioural challenges, are further supported through a range of approaches including Thrive Action Plans, which are shared with all staff supporting the pupil and parents/carers. Additional Wellbeing support is also offered through trained adults within the school, universal provision, additional learning provision and the EHWT Specialist teacher.

Individual Behaviour Plan

A small minority of pupils may not be willing or able to comply with school / class rules to the same extent as other pupils. For these pupils, it may be necessary to devise an Individual Behaviour Plan (IBP). This is a supportive plan, where we want to support the pupil towards behaving in a more appropriate and acceptable way. Before any IBP is initiated, a member of the schools' senior leadership team will liaise carefully with both the class teacher and pupil and ensure the plan is shared and explained carefully to parents.

Further action

Whilst for many children these sanctions in themselves are sufficient, there are some children for whom further action may be necessary. The very last resort, when all else fails, is for the child to receive a fixed term of exclusion. This is considered after the range of alternative strategies set out have been tried and have failed or as a result of extreme negative behaviour.

Reasons for exclusion:

- Constant and/or serious breaches of the school rules
- In response to serious breaches of the school's behaviour policy
- If allowing a child to remain in school would harm the education or welfare of the pupil or others in the school.

The use of fixed term exclusion is the final sanction available and is only carried out by the Head teacher when all other options have been exhausted. When children are causing considerable concern a Pastoral Support Plan may be drawn up. This is compiled after seeking advice through a multi-disciplinary meeting. When a child is exhibiting aggressive behaviours which endanger the safety of others, we may need to restrain that child for his/her own safety and that of others. In these instances we use positive handling techniques as suggested by the local authorities' Behaviour Support Team. Several staff members are trained in Positive Handling and should we foresee a need for this we will work in partnership with parents and the Behavioural Support Team to create a positive handling agreement.

Bullying

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 of bullying by others (please see the Anti Bullying Policy).

The role of the class teacher

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

The class 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 class teacher treats each child fairly, and ensures that they follow the school rules consistently. The teachers treat all children in their classes with respect and understanding.

If a child displays challenging behaviour repeatedly in class, the class teacher keeps a record of all such incidents; these may also be recorded using My Concern. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if this continues, the class teacher seeks help and advice from the leadership team, ALNCo or Head-teacher.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.

The class teacher reports to parents about the progress of each child in their class, through parent meetings and reports. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

Any Race, Gender, Transgender, Religion or Belief, Disability or Sexual Orientation remarks are dealt with in accordance with our Equality Policy and Strategic Equality Action Plan.

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 challenging behaviour.

The headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of challenging behaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified, (see below).

The following represents an agreed stage response towards serious incidents of bullying, and to other serious incidents of unacceptable behaviour:

1. The Head-teacher or a nominated delegate will discuss the incident with the bully(ies) and victim(s) individually and then together. She will take notes of what is said, using, when

appropriate, the children's own words. Class teacher will be informed of the outcome. If appropriate, parents will also be informed.

2. Parents and teacher/head will discuss ways of dealing with the situation. Parents will be reminded that further incidents could result in a period of temporary exclusion or suspension from school for a period of time. The ultimate sanction is permanent exclusion.

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 school prospectus and website, 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, as set out in the home-school agreement. 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.

When the school has to use sanctions, we expect parents to support the actions of the school. If parents have any concerns 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, parents may seek to speak to the Chair of Governors. If parents are still dissatisfied, 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.

Monitoring and review

The headteacher monitors the effectiveness of this policy on a regular basis. She 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 concerning incidents of misbehaviour. The class teacher may record minor classroom incidents. The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

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

The governing body reviews this policy every two years. The governors may, however, review the policy sooner if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.