

WESTON HILLS CHURCH OF ENGLAND PRIMARY SCHOOL

WHOLE SCHOOL BEHAVIOUR, DISCIPLINE AND EXCLUSION POLICY

Aims

To help children in our school develop attitudes which are kind and caring and which enable them to live in harmony with one another and the wider community. To create a safe, calm and orderly environment.

To ensure consistency of approach throughout the school to children's actions or reactions to given situations and/or to their environment.

Philosophy

We believe that pupil behaviour is not exclusively intrinsic; it is a combination of inter-related factors - institutional, personal, curricular and cultural.

We want staff and children to behave in an appropriate manner for what they are doing. Non-aggressive actions and speech are always encouraged. This policy sets out desired general behaviour in relation to particular identified key issues at any given time. It is important, however, to stress that for some children specific strategies will need to be adopted in relation to individual behaviour and for these particular children we will operate individual behaviour modification programmes, working closely with parents and members of Behaviour Outreach Support Service

We believe in positive behaviour management with rewards (in a variety of forms) being given for acceptable behaviour. We encourage children to tell an adult if they have a problem or see unacceptable behaviour.

We do not tolerate anti-social/aggressive behaviour in any form. However, because we realise that such behaviour could be attributed to a combination of inter-related factors, we work closely with parents, developing strategies which can be adopted by both home and school to help child(ren) overcome his/her/their problem(s) within a consistent and secure environment.

Every school member has agreed they want a happy and friendly school, and agreed the appropriate behaviour to achieve this. Pupils and staff have identified types of inappropriate behaviour that may occur and decided sanctions to deal with them.

Golden rules

The following rules were discussed and agreed by both staff and children.

1. Do be gentle. Don't hurt anybody.
2. Do be kind, helpful and respectful. Don't hurt people's feelings.
3. Do listen. Don't interrupt or ignore directions.
4. Do work hard. Don't waste yours or other people's time.
5. Do look after property. Don't waste or damage it.

6. Do be honest. Don't cover up the truth.

School Rules for Safety

1. No running in the school building.
2. No bike riding in the school grounds, unless on the road.
3. No leaving the school grounds without permission from Mrs. Fitzgerald.

Desired behaviour and agreed strategies.

Out of classroom behaviour:

i) The Playground

Desired behaviour - Children to walk to line up when the bell rings.
Children to walk into school when told.
Children to show sensitivity and kindness to others.
Children not to go on the playing fields, until permission is given.
To play in an appropriate manner.
To care for outdoor play equipment and games.
Children not to enter the shelters if damp or wet.

Agreed strategies - Talk to children about the need for rules for safety.
Remind children regularly about the Golden Rules e.g. through Collective Worship, Circle Time. Display playground rules on the wall.
All staff to help children understand the need for appropriate behaviour in different environments.
Have 'time out' on the playground for inappropriate behaviour.
Devise and run individual programmes for individual children if and when needed.
Teach children playground games and how to use active play equipment.
To have improving the school grounds as an ongoing priority on our SIP. – to further develop large playground equipment and use playground zones if needed.

ii) Lunch Time

Desired behaviour - Children to show midday supervisors recognition and respect.
Midday supervisors to show children recognition and respect.
Hands washed before lunch is eaten.
Sandwich boxes to be collected and returned in an orderly manner.
Wet classroom activities to be carried out in a sensible manner and tidied up by the start of afternoon lessons.
Hot meals children to line up quietly.

Agreed strategies - Offer appropriate training for midday supervisors.
Make children aware of the role of midday supervisors and peer mediators.
Remind children of lunchtime routines and standards of hygiene.
Remind children about our golden rules.
Year 6 to help younger children carry plates and act as positive role models.

iii Entrance, corridor, toilets and cloakrooms

Desired behaviour - Children to show consideration towards others who use these facilities.
Children to be quiet and behave in an orderly fashion whilst in these areas, no running.
Children to use cloakroom area appropriately.
Coats and bags to be hung up correctly on peg.
Lunch boxes placed shelf above coat pegs or on a trolley.

Agreed strategies - Whole school campaign on tidiness and respect for property.
Reinforce rules for safety i.e. running, pushing etc.
Use a monitor system to monitor cloakroom areas.

iv. Collective Worship

Desired behaviour - To line up and walk to the hall in a quiet orderly line.
Children to listen and pay attention at all times.
To leave collective worship in a quiet orderly line when told.
Year 6 to sit with reception in the Autumn term and lead them in and out of Collective Worship – if this is needed.
Year 6 to sit on the benches for remainder of the year.

Agreed strategies - Remind children about golden rules to ensure expectations are met, include pupil involvement.
Determine purpose of Collective Worship - define expectations and discuss with and explain to the children.
Remind children of appropriate behaviour for Collective Worship.
Devise strategies to ensure rules are successfully employed.
Monitors to organise music, doors and overhead projector.

v. Swimming

Desired behaviour - To line up and walk to the coach using pathway in an orderly manner.
Sit right back in seat on the coach and talk in a quiet fashion.
Wear seat belts.
Sensible considerate behaviour in the changing rooms.
No running along poolside.
Listen to instructions carefully and stay with a member of staff.
Be responsible for own personal belongings.

Agreed strategies - Adequate adult supervision at all times.
Remind children and reinforce rules for safety at the pool and on the bus and in the water.
Regularly count the children on and off the bus and through the changing rooms.

vi Sports matches and day trips.

Desired behaviour - Polite, sensible, considerate behaviour at all times, to each other, other children and all adults.
Listen to what is said
Children to stay with member of staff to ensure their safety, unless permission is given to do otherwise.

Be responsible for personal belongings.

Agreed strategies - Talk to children about the need for certain kinds of behaviour on visits, and the need for rules for safety
Remind them during the course of the visit/trip.

vii Home Time

Desired behaviour - All children to be met outside of their classrooms by parents and to walk in a quiet/orderly manner. A member of staff will be present. No child will leave their classroom until collected by a parent, unless prior permission has been given for them to walk to the car or to walk/cycle home.
Do not ride bikes until through the main gate.
Do not run out into the car park or road, use pathways.
Children not met by parents on time should wait in the library until their parents arrive – reporting to the class teacher and overseen by a member of staff.
Cloakrooms to be left tidy.

Agreed Strategies- Class teacher to supervise children from the school building and hand them over to the adult meeting them.
Children with permission to walk/cycle home, a member of staff to observe them leaving and to walk to side gate.
Remind children what to do if no one meets them on time.
Road safety a curriculum area each year, with regular talks from the police.
Remind parents regularly about parking in the staff car park, on the pavement and in the exit area.
Implement Travel Plan.

In the classroom

Desired behaviour - Children to come into the classrooms in an orderly way, leading to a prompt start to the day. Early work activities on the board or set out for children to do.
Children to move around the classroom in an efficient and acceptable manner.
Children listen to what is said.
Children to put equipment away in the correct places.
Clearing up sessions to be calm and controlled.
Children treat their classroom environment and all the people within it with respect.
Computers only to be used at play/lunch times with permission.
Children wear the correct clothes for PE/games.
The correct number of children to each piece of PE equipment.
Children to work quietly and safely.

Agreed strategies - To ensure children are aware of rules, routines, where equipment is kept and what is expected of them.
To remind them of safety aspects.
To maintain a happy working atmosphere.
To regularly agree classroom/school rules with children.
To display listening rules.

After School Clubs

Desired behaviour – Children to show respect for club leader
Children to arrive on time with correct kit/equipment
Children to work cooperatively and considerately with other children

Agreed strategies - Explain rules and behaviour expectations
Inform club leader if not attending a club for any session
Normal school rules applied for any behaviour issues
External club leaders made aware of school rules and behaviour expectations

Strategies for rewarding acceptable behaviour

Children who display continued good behaviour can be rewarded in numerous ways. These include being awarded team points for their school team, stickers, certificates of excellence, certificates for hard work, certificates for good behaviour awarded weekly in Collective Worship, book vouchers or be given certain privileges. Golden Time every Friday.

Strategies to deal with unacceptable behaviour

The Behaviour Chart explains the sanctions which may be applied for inappropriate behaviour.

In the event of major behavioural difficulties with a pupil the Headteacher may have to resort to exclusion.

There are two types of exclusion.

Fixed Period Exclusion - when a pupil is excluded for a fixed number of days and is given a date for return (up to 45 days in a school year).

Permanent Exclusion - when the Headteacher deems it appropriate for the pupil not to return.

A decision to exclude will only be taken in response to a serious breach of the schools behaviour/discipline policy or once a range of strategies have been tried and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or of others in the school.

Exclusion, whether fixed term or permanent may be used for any of the following – all of which constitute examples of unacceptable conduct:

- ❖ Persistent disruptive behaviour
- ❖ Physical assault against pupil
- ❖ Physical assault against adult
- ❖ Verbal Abuse/threatening behaviour against pupil
- ❖ Verbal Abuse/threatening behaviour against adult
- ❖ Bullying
- ❖ Racist Abuse
- ❖ Sexual Misconduct
- ❖ Drug and Alcohol related
- ❖ Damage
- ❖ Theft

If the Headteacher makes the decision to exclude the parent is notified immediately by telephone. This is followed by a letter (within one school day). The governing body's disciplinary committee and LEA are informed if the exclusion is permanent or the exclusion is for more than 5 days or has resulted in the child being excluded for a total of more than 15 days in any one term.

Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the school or the pupil concerned. Before deciding whether to exclude a pupil either permanently or fixed period the Headteacher will:

- ❖ Ensure appropriate investigations have been carried out.
- ❖ Consider all the evidence available to support the allegations taking into account the school policies.
- ❖ Check whether the incident may have been provoked.

The Governors will follow the guidance in Social Inclusion: Pupil Support - Exclusion from School, A Guide for Governors issued by Lincolnshire Education Authority.

The discipline and appeals committee of the governing body will be set at the first meeting of the autumn term each year.

Implications

1. Awareness/agreement of whole school behaviour and discipline policy - staff meeting/
2. Governors meeting to discuss each year. Knowledge of exclusion procedure.
3. Communication re: information on individual children and their problems amongst teaching and non-teaching staff, parents and external agencies where appropriate.
4. Supply staff needs to be informed on individual children who are on a behavioural programme by the class teacher of the head teacher.
5. Information to be shared with parents when there are problems encountered at school.
6. Need to involve children - encourage them to take responsibility for their own actions and the consequences of such actions.
7. If behaviour lapses - talk to children as a whole school/class and individually.
8. Policy to be made available to Governors, staff and parents. Copy in Governors file, office, staff policy boxes and parents box file in the school entrance.

Monitoring and Review Procedure

Reviewed in Summer 2007 after consultation with pupils, staff, governors and parents.

Reviewed in Autumn 2009 after consultation with pupils, staff, governors and parents.

Reviewed in Autumn 2011 after consultation with pupils, staff, governors and parents.

Reviewed in Autumn 2012 after consultation with governors, parents and school council.

Policy reviewed and updated in Autumn 2014

Policy reviewed and updated in Spring 2017 after consultation with pupils, governors, parents and school council.

Weston Hills CE Primary School Behaviour Chart

<u>YELLOW</u>	<u>ORANGE</u>	<u>RED</u>
		Bullying Repeated behaviour intended to control or hurt someone either physically or emotionally (STOP= Several Times On Purpose)
		Stealing
		Swearing
	Taunting/Threatening	Discriminatory behaviour
	Deliberately causing damage to property	Repeated deliberate damage to property
	Refusing to follow adult request	Persistent refusal to follow adult request
Lying	Repeated Lying	Persistent lying
Accidentally hurting another person	Hurting another person	Deliberately hurting another person
Rudeness/answering back	Repeated rudeness/answering back	Persistent rudeness/answering back
Disruptive behaviour in class	Repeated disruptive behaviour in class	Persistent disruptive behaviour
Talking during collective worship	Repeated talking during collective worship	Persistent talking during collective worship
Apologise	Apologise_ Thinking time Headteacher or senior teacher informed	Apologise Thinking Time
<u>Sanctions</u> Lose playtime minutes	<u>Sanctions</u> Miss morning and/or lunch time play Lose Golden Time minutes (5 minute blocks) Parents informed	<u>Sanctions</u> Send to Headteacher Miss morning and/or lunch time play Lose all Golden Time Meeting with Parents Possible fixed-term or permanent exclusion

The behaviour policy will be applied and escalated in a way that is appropriate to each child's learning needs, age, emotional development and the severity of the action. At each level, some or all of the sanctions may be applied. A log of serious incidents is kept in school.

WHOLE SCHOOL BEHAVIOUR & DISCIPLINE POLICY

I accept that I have read and understand Weston Hills Primary School Whole School Behaviour & Discipline Policy, and accept that my child will be expected to behave in an appropriate manner at all times whilst in school. Failure to do so will mean that the necessary sanctions will be enforced.

Child's Name Child's Signature.....

Parent's Signature

Date