

September 2021

Welford on Avon Primary School

Inclusion, Equality and Diversity

We value the diversity of individuals within our school and do not discriminate against children because of 'differences'. All children at Welford on Avon Primary School are treated fairly and equally regardless of race, sexual orientation, religion or ability. All children and their families are valued within our school.



BEHAVIOUR AND DISCIPLINE POLICY

Reviewed: September 2021

Review: September 2022

WELFORD ON AVON PRIMARY SCHOOL

Behaviour and Discipline Policy

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

Aims:

The purpose of this policy is

- Provide a consistent approach to behaviour management
Define what we consider to be unacceptable behaviour, including bullying
- to promote values which will foster and encourage good behaviour
- to involve the children's own ideas and ideals in establishing clear guidelines backed by rules based on common sense and safety.
- to establish a clear system of sanctions which show an appropriate degree of disapproval
- to liaise with parents in order to give the children consistent messages
- to increase parental accountability for their children's behaviour.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

Children begin to learn about good behaviour at home before coming to school.

Building on this foundation and in partnership with the home we aim to create a happy, friendly and caring environment where children grow to respect:-

- one another
- themselves
- all staff
- parents
- school property and the property of others
- their environment
- visitors to and neighbours of the school
- the rules / ethos of the school.

Roles and responsibilities

The governing board

- The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).
- The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The Headteacher

- The headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing board Performance and Standards Committee, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.
- The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)
- The senior leadership team will support staff in responding to behaviour incidents.

Parents

- Parents are expected to:
- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Pupil code of conduct

Pupils are expected to:

- behave in an orderly and self-controlled way
- shows courtesy, consideration and respect to others.
- be honest and truthful.
- show respect to members of staff and each other
- make it possible for all pupils to learn
- move quietly around the school
- treat the school buildings and school property with respect
- wear the correct uniform at all times
- accept sanctions when given
- refrain from behaving in a way that brings the school into disrepute, including when outside school
- avoid prejudice of any kind.
- works and plays together co-operatively, considering others' ideas
- care for one another

Some children particular pupils with additional needs may find these general aims difficult to understand. If this is the case then staff may need to be more specific in reminding them of such obvious things.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

How we Encourage Good Behaviour

All school staff can acknowledge and reward good behaviour through a positive classroom and school atmosphere of mutual respect and by praise. This can be done in several ways.

- Praise respect shown towards others
- **Model good behaviour**
- Praise good behaviour
- Set examples by explaining and modelling the behaviour we wish to encourage (the setting of clear boundaries).
- Praise skills shown: sharing, turn taking, cooperation, thinking of others.
- Always acknowledge an act of positive behaviour by praising the child - preferably in front of others so that it can be used as an example.
- Discuss making good choices by children
- Discuss need to walk away at times – ignore, not join in, building tolerance
- Use the House Point system as rewards for recognised good behaviour.
- Individually organised classroom management systems tailored to specific classes.

Each week we are able to acknowledge positive behaviour and celebrate achievements at our Thursdays “Celebrating Good Learning Assemblies”

How we actively discourage inappropriate behaviour.

At Welford on Avon Primary School rudeness, unkindness, vandalism, dishonesty or mental/physical bullying of any kind is not acceptable.

Occasionally, young children may forget our aims for good behaviour. In the same way as **good** behaviour is acknowledged, staff should also make the children aware of how we discourage **inappropriate** behaviour. They are:-

- (1) Regularly reminding children of the class rules.
- (2) Verbal reprimand by a member of staff with reasons/ negotiation (At this stage teachers often use the “Name on the board” procedure as a warning system – name on the board three times indicates a higher level of work disturbance which may be having an impact on the learning of others. **Lower levels** of disturbance can only be acceptable if not persistent. This is only effective for the pupil who is able to manage and modify their behaviour)
- (3) Time outs – to consider actions – short thinking time away from volatile situation (5mins)
- (4) Removal of privileges – if thought to be appropriate – time out from play to think further and longer about bad choices. Need to work separately in

classroom. Class teacher will make informal contact with parents at this stage or earlier depending on the circumstances.

(5) The formal recording of serious misdemeanours that are hurtful , aggressive, persistent in the behaviour incident folder. All staff involved in dealing with or witnessing incidents will keep the written records up to date.

* Always investigate, listen before acting. Interview and discuss.

* bullying (to include acts of violence, taunting, name calling etc) – **See *Anti bullying Policy***.

It is hoped that for the majority of children a reprimand from a member of staff will be all the discipline necessary during their time at the school.

Sexism and Sexual Harassment

Inclusivity and Equality:

We want everyone to feel included, respected and safe in our school. We will not tolerate verbal abuse, which includes name-calling and sexist comments.

Sexist comments are those which discriminate based on sex, particularly against women. Sexism also includes behaviour or attitudes that create stereotypes of social roles based on sex. All staff and pupils are encouraged to call out and report this behaviour. Calling out behaviour as it happens will help all pupils understand what is and isn't OK. If the incident is very 'low level' – for example, a pupil making a comment that we have reason to believe they don't fully understand – it may be appropriate to explain why it wasn't OK and ask the pupil to apologise to the victim on the spot.

If pupils make these comments, we will:

1. Ask them to apologise to anyone the comment was directed at
2. Support and educate them to improve their behaviour. For example by using it as an opportunity to encourage a class discussion about appropriate and inappropriate language
3. Monitor their behaviour for any recurrence
4. Talk to the parent face to face (or call if not possible) if the pupil refuses to apologise in the first instance

Our RSE curriculum will cover what healthy and respectful behaviour towards one another looks like and covers important areas such as:

- Consent
- What respectful behaviour looks like
- Body confidence and self-esteem
- Healthy relationships

Rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- House Points
- Values ticket
- Letters or phone calls home to parents
- Special responsibilities/privileges (individual Classes)
- Postcard home

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil to complete a task in a different setting
- Expecting work to be completed at home, or at break or lunchtime
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract

Behaviour management

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils
- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

Always be used as a last resort

- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Serious Behavioural Incidents (Procedure for action)

Behavioural incidents that are serious are those that are deliberate and inflict verbal / mental/ physical harm or hurt on others.

Parents of children involved will be informed of serious behavioural incidents that occur in school either by letter, phone call or contact at the end of the day. **A key member of staff will be consulted before making this contact.** The form of initial contact will be based on our professional judgement in response to the situation.

This communication will indicate the level of their child's involvement in the incident e.g. verbal participant, physical action or considered as an instigator of the incident.

If a child builds up a series of these incidents by being persistently involved, it will be necessary to involve parents and pupil in attending regular meetings in school at agreed times. This will be an opportunity to discuss ways forward and a behaviour plan put in place.

A Home/School Diary recording regular communication by all parties will need to be started. The diary will include details of incidents but a further report about how they were resolved. If not resolved then a phone call or meeting should be arranged. The home/ school communication should be solution focused.

Contact with parents will request that they support school decisions by helping their child develop the maturity to:

- Make choices – Every child has a choice to make about becoming involved with anti-social behaviours.
- Inform – Think that the safest way forward is to seek adult support therefore turning away from the incident.
- Seek help – Not to try to deal with other children's aggressive acts themselves as this can be unpredictable, unsafe and could become out of control.
- Be self aware – Learn about themselves, understand moods , feelings , be self aware of anger developing into aggressive and harmful behaviours , realise that verbal teasing can be abusive and hurtful , and if persistent (focused on an individual) is termed bullying.
- Respect – Understand how to have respect for others in a social environment, realise everyone has a right to be safe. No-one should feel threatened or scared.
- Build skills – Turn take, share negotiate, consider fairness, be accepting of others' needs as well as their own, understand tolerance.
- Outcome – A carefully considered behaviour contract for the child to abandon his / her anti-social behaviour habits and become a more trustworthy, likeable, happy and responsible person.

If after persisting with this process for a mutually agreed time period the child is unable to adapt their behaviours to integrate into the school setting, then

measures may have to be created for the child not attend/ not be included at social play times for the day.

- (7) exclusion from school during lunchtimes
- (8) exclusion from school (after consultation with governors and the LA)

Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

Monitoring arrangements

This behaviour policy will be reviewed by the headteacher Performance and Standards Committee annually. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Performance and Standards Committee every year.

Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti Bullying Policy
- SEN Policy
- Equality Policy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff

- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Performance and Standards Committee annually.

Appendix 2: behaviour log

Pupil's name:	
Name of staff member reporting the incident:	
Date:	
Where did the incident take place?	
When did the incident take place? (Before school, after school, lunchtime, break time)	
What happened?	
Who was involved?	
What actions were taken, including any sanctions?	
Is any follow-up action needed? If so, give details	
People informed of the incident (staff, governors, parents, police):	

Appendix 3: letters to parents about pupil behaviour – templates

First behaviour letter

Dear parent,

Recently, your child, _____, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child:

Parent name:

Parent signature:

Date: _____

Second behaviour letter

Dear parent,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____

Third behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract,

_____, has continued to misbehave.

_____ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the headteacher, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____

