



WHEATCROFT SCHOOL

BEHAVIOUR AND DISCIPLINE POLICY

Originated by:

Head & SLT

Introduction

Wheatcroft School is known in the community as a happy and caring school. From the moment children enter they are encouraged to develop habits of self-discipline and to conform to an acceptable standard of behaviour. We provide a safe and positive learning environment within which we seek to develop a mutually supportive attitude where children can understand and express their feelings and respect those of others.

Principles

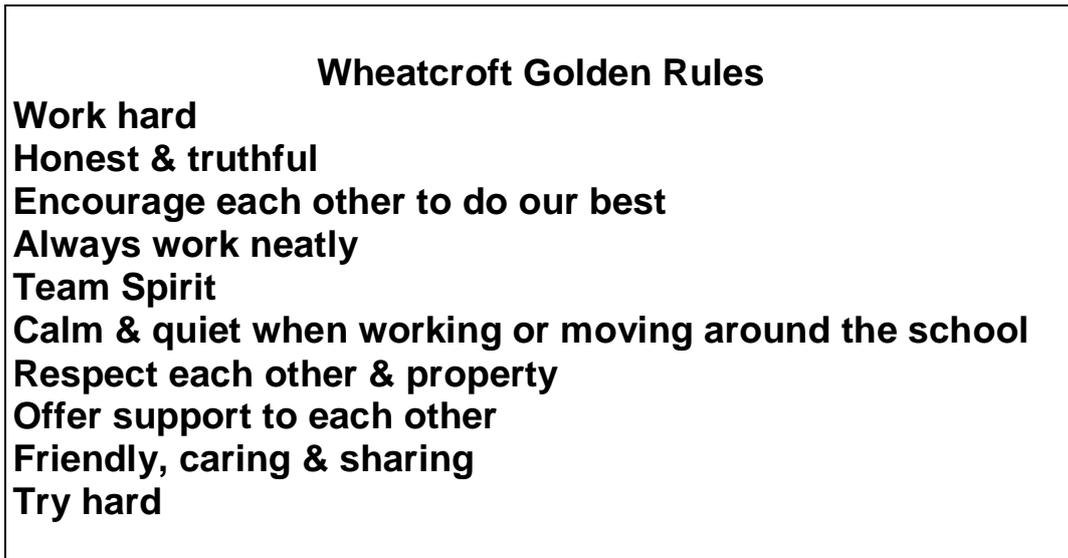
Aims and objectives

The aims of our school:-

- ✓ **To provide our children with a safe and happy school in which they value learning as an enjoyable experience**
- ✓ **To provide a stimulating, well resourced environment enabling the achievement of high standards in a broad curriculum**
- ✓ **Encourage a sense of community which aims to develop and support the full potential of all members within the school**
- ✓ **To promote mutual responsibility and respect enhanced by involvement with the wider community**
- ✓ **To provide support to the school community via good communication and clear, well established routines**
- ✓ **Our expectations of children's work and behaviour are high. These will be supported by carefully planned and appropriate work, thoughtfully marked, assessed and displayed to celebrate achievement**

Staff and pupils have been involved in the development of a succinct behaviour code as part of the whole school policy on behaviour and discipline. This is expanded into a set of more detailed school rules for staff reference. The rules are intended to promote a consistency of approach by all adults working with pupils, and will be of particular value to new members of teaching and support staff, students and parent helpers.

Practice



The Wheatcroft Golden Rules are displayed in all classrooms and prominent places around the school. The rules listed below are also reproduced in the School Prospectus.

School rules

Both in and out of school pupils should behave in a way that will bring credit to themselves and to our school. We expect:

- good behaviour and courtesy;
- helpfulness and co-operation;
- good language and the use of people's proper names;
- respect for possessions and property of the school and others;
- caring for and conserving vegetation and living things around the school site.

Pupils should care for the safety and well-being of everyone associated with the school. This includes:

- walking sensibly in school or in areas where collisions are likely;
- leaving the premises only with permission unless it is home time and the child's parents expect their child to make their way home;
- returning immediately to the teacher if their parent or responsible person is not there to collect them;
- avoiding playing games that will distress, offend or could cause injury to others;
- keep away from 'out of bounds' areas;
- no climbing except where allowed
- not playing games on the site before or after school, especially ball games;
- not throwing items likely to hurt others e.g. stones;
- not play fighting - including using sticks or toy weapons e.g. guns, swords.

Pupils are expected to be appropriately dressed and equipped for school life. This includes:

- wearing school uniform, avoiding outlandish, suggestive or offensive clothes;

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- having the appropriate kit for lessons, including PE;
 - not wearing make up or nail varnish
 - ensuring that skin is sufficiently covered;
 - ensuring that jewellery (e.g. ear rings) is not a potential hazard to self or others;
 - naming all articles brought to school - no responsibility is accepted for loss or damage to possessions brought in;
 - avoiding bringing money into school unless there is a good reason, and then always in a labelled envelope.

The school reserves the right to ban any item or practice which, in the opinion of the Head, could lead to difficulties between children or lessen the image of the school.

The following forms of behaviour are unacceptable in Wheatcroft School:

- disobedience, answering back, rudeness or aggression to an adult;
- racist comments, swearing, threats and unkind remarks;
- physical violence - biting, spitting, hitting or kicking;
- gangs and bullying;
- truancy;
- stealing and damaging property, graffiti and litter-dropping.

Policy implementation

The implementation of this policy will be undertaken by all staff and overseen by the Head, Deputy & Assistant Head. Midday Assistants will report in the first instance to the Senior TA and then the Deputy Head.

Many daily activities in school life provide a vehicle for promoting the development of good behaviour and self-discipline. Staff are encouraged to capitalise on every reasonable opportunity to communicate expectations by:

example - through their own behaviour and consistency of approach to pupils and colleagues, in line with the requirements of the school Equalities Policy;

utilising day to day incidents when considerate or other desirable behaviour and academic achievements can be acknowledged and praised;

including behaviour-related social and moral issues in **curriculum planning**, in particular as part of the weekly planning of moral and health education;

organising and differentiating teaching and learning activities. Children with specific behavioural difficulties are given support by the class teacher, and where practical through

being alert to and dealing promptly and sensitively with bullying, racial harassment and any other undesirable behaviour;

using resources available for staff in the form of up-to-date reading material on behaviour management, bullying, racial abuse and constructive playground games. The playgrounds have been marked out to cater for hopscotch and other games, and areas have been designated for quiet activities.

supporting colleagues with the development of sound and consistent approaches to rewards, sanctions and other aspects of behaviour management.

Rewards

In dealing with pupils emphasis is placed whenever possible on promoting desirable behaviour in positive ways.

Praise The acknowledgement of successes with both curricular learning and social behaviour provide an important motivator for pupils. In addition to 'on-the-spot' verbal rewards, pupils are sometimes sent to the Head teacher for additional praise. Examples of children's work and achievements are displayed in classrooms and around the school.

Golden time Individual efforts are often recognised by awarding pupils with 'Golden time'.

Responsibilities When a pupil has shown a consistent improvement in some aspect of their work or behaviour, their achievement can sometimes be recognised by the award of an appropriate classroom or school responsibility.

Assembly We regularly use assembly to develop a sense of community. Pupils are publicly congratulated for special efforts made during the preceding week. Awards assembly recognises achievement, persistence and resilience as well as academic effort. It can also celebrate our pursuit of British values and our care for the world around us.

Merit point scheme We formally reward politeness, good behaviour, and hard work through our merit point awards. All teaching and support staff can access pocket ink printers which are used to stamp pupils' individual merit cards. Completed cards earn certificates at three levels. Merit certificates are presented in assembly and later taken home to show parents.

The Achievement award scheme also recognises achievement in curriculum areas. See **Appendix B** for guidance notes and details of cards and certificates.

Sanctions

Classroom Teachers are urged to ensure an engaged, well disciplined atmosphere from the moment children come in the classroom. A firm verbal reprimand is usually sufficient for children who do not behave well or waste time.

If appropriate it may be necessary to keep a child in at break time either to finish particular work or as a punishment. Children are not allowed to stay in the classroom during breaks without supervision. The dining area is a suitable place to ask children to work but it must be stressed that they continue to be under the supervision of the class teacher. **Please do not send children to stand or work outside your classroom as a disciplinary measure.** Re-locate them in the classroom, or arrange for them to work with a nearby or senior colleague. Children should only be kept in during the lunch break when sanctioned by the Head, Deputy or Assistant Head.

Playground MSAs are expected to deal directly with minor problems in the playground. More serious or persistent problems are communicated to the class teacher and should be referred to the SLT. In the event of serious behaviour, phase leaders are called upon to deal with any inappropriate behaviour.

Racist remarks All staff are expected to deal promptly with racist remarks and gestures with a firm reprimand. The incident should be recorded, on the appropriate form and returned immediately to the Head. In persistent cases parents may be asked to discuss the matter with the Head teacher and the guidance of the authority's behaviour team may be sought.

Referral In most cases, the member of staff responsible at the time of an incident is expected to deal with sanctions and follow-up. For serious or repeated cases of misbehaviour or work problems children should be sent, accompanied, initially to the Phase Leader then Assistant head Deputy head or Head for verbal reprimand. If a child is being sent out of a lesson, the teacher is to fill in the blue card explaining the reason for sending the child out.

Parents are usually notified in such cases with the expectation that school and home will be able to support each other to prevent further occurrences, discuss this with your phase leader before initiating. Sanctions to be considered in consultation with parents will include:

- loss of break times / reporting to the phase leader, Assistant head Deputy head or Head teacher for a set period
- the use of a behaviour contract / behaviour diary for a set period
- exclusion from a favoured activity - this might be a home activity and must be different from the activity involving the undesirable behaviour (a pupil cannot be expected to learn to behave well in a situation from which they are removed.)

For very serious misbehaviour the Head has the right to exclude children from school. In extreme situations in the absence of the Head this may be exercised by the Deputy. The process is complex and in detail is regularly updated the most recent guidance is available on the Grid or DfE websites. Advice would normally be sought from the local Behaviour support team before considering such action.

Physical contact

As with all state schools any form of physical punishment by staff is not allowed. Be aware that there should be no physical contact with children which could be misconstrued. Err on the side of caution – elsewhere there have been several cases where staff have ended up in difficulty. The LEA has issued guidelines for effective and safe use of physical restraint. (See **Health & Safety, Child Protection Policy, Framework for the use of physical restraint.**)

Liaison

Parents The parent / school partnership is particularly important in promoting the development of good behaviour. Parents are kept informed about school activities through the regular newsletter and they are always welcome to visit the school. The school also keeps parents informed regularly about their child's progress through reports, consultation meetings and informal contacts. When any behaviour or work problems arise, parents are contacted at an early stage.

Full support is expected from parents in dealing with their child's behaviour. Parents are encouraged to alert the school to health problems or any changes at home such as bereavements which might affect a child's performance at school.

Agencies Close links are established with external support agencies – Integrated services for learning, Educational Psychologists, Behaviour Support Unit, DSPL 3, Children’s Services, Health Service and Police - and contact is made when appropriate.

Monitoring and review of policy

Evaluation of the effectiveness of the policy will be continuous and made through observations by staff of general behaviour, and by regular review of reports and records:

- Merit award scheme
- Racial abuse incident file
- Bullying / significant misbehaviour record file
- Any relevant injury / accident reports relating to misbehaviour

Review of these records and any changes in legislation or other relevant developments will inform the need to revise this policy.

References

Publications referred to in the course of formulating this policy:

Behaviour Matters	HCC (1992)
Dealing with Racial Harassment: a guide for schools	HCC (1996)
Preventing & dealing with Racist incidents	HCC CSF 4530 (2007)
Hertfordshire Anti Bullying Initiative (HABI)	HCC (2010)
Child Protection policy	HCC/ Wheatcroft 2016 revision

Relevant school policies may include

Child Protection policy	HCC/ Wheatcroft 2016 revision
Restrictive Physical Intervention Policy for Schools	HCC/ Wheatcroft 2016 revision
Physical Restraint Policy	Wheatcroft 2016 revision
British Values statement	Wheatcroft 2016 revision

Appendix A: Dealing with bullying

Definitions

The three main types of bullying are

- Physical - hitting, kicking, taking belongings
- Verbal - name-calling, insulting, racist remarks
- Indirect - spreading nasty stories about someone, excluding someone from social groups

(cyberbullying is dealt with within our esafety policy)

Bullying behaviour has three things in common:

- It is deliberately hurtful
- It is repeated often over a period of time
- It is difficult for those being bullied to defend themselves

Teachers and other staff often become aware of bullying when:

- a child shows physical marks
- a child is looking miserable
- a child's work or social behaviour changes dramatically
- a child is scared of going home or coming to school
- a child is afraid to be near someone else
- a child is isolated and deliberately not chosen for groups or teams

Identifying bullying

Bullying can be identified at an earlier stage by allowing positive discussion in class. This could take the form of Circle Time where the class sits in a circle and discusses problems and solutions they themselves highlight. There is an agreed framework of guidelines and it provides an opportunity for group encouragement and self-esteem building. The children must be encouraged to tell staff of any problems as they occur. For their part, staff should always be seen to listen and take appropriate action where necessary. Bullying can be taking place at home or outside school and we may only see the symptoms.

Strategies for dealing with bullying incidents

Following a case of bullying, the issues should be discussed with both parties, and then the offender(s) should be punished in an appropriate manner, after suitable admonishments. The offender could be segregated for a period of time. Incidents should be recorded in the bullying or racism logs which are monitored regularly by the Head. In cases of serious bullying the offender's parents will be informed and involved. Progress should be discussed with victims to keep a watching brief on the situation.

Control measures to help prevent bullying

- Children are taught that it is always right to tell!
- Adults should take care to listen and be seen to take such approaches seriously.
- Different areas have been created in the playgrounds to encourage non-aggressive play - children and staff were involved in choosing games and activities to be marked out.
- Children are helped to build up their own self-esteem by positive self-evaluation, role play, assertiveness training and positive reward strategies such as our merit point scheme.
- Children are taught protective behaviours and how to walk away from incidents without hitting back or losing face.
- Regular discussion time is created in order to talk through issues and problems together.
- Buddying Schemes are in place for cohorts across the school. Play leaders are trained to lead inclusive playground activities and games
- Buddying & friendship benches requested by the school council have been provided and feature as part of their regular assembly talks to the whole school

Cyberbullying

This presents its own complexities as it mainly occurs outside school. Our “acceptable use” and “esafety” policies apply and have further information. In broad terms the principles above apply in these situations. It is likely that early engagement with parents or carers will be necessary to successfully resolve cyberbullying incidents. Parents have significant responsibility but are not always knowledgeable in this area.

Confidentiality

Staff are reminded of the protocols included in the Acceptable Use Policy and particular note should be taken of the need for appropriate confidentiality when dealing with social networking & cyberbullying issues. If in any doubt about how to manage such an issue consult the Head, Deputy, or Assistant head teacher.

Appendix B: Merit point scheme: guidance for staff

(implementation 05)



Aims

This scheme provides a positive reinforcement system for use by all staff throughout the school.

- Points are awarded in order to praise, encourage and reinforce appropriate attitudes, good manners and thoughtful behaviour.
- It is not intended to use the scheme to reward academic achievement particularly, there are other systems for recognising and rewarding that.
- The scheme is intended to enhance the standing of those children who behave well and encourage good attitudes and behaviour amongst those who find life more difficult.
- It should also create a positive environment for all staff, particularly support staff who rarely have the opportunity to reward behaviour that they consider to be of merit.

Practice

- Each child receives a merit point card. This is normally retained in classroom at a central point. Staff collect the card and stamp it or allow the child to collect it for stamping.
- Staff without access to the classroom (Office dinner, kitchen and caretaking staff) are also encouraged to recognise effort and positive behaviour, they may award merit points and ask a child to have them recorded by a classroom based member of staff.
- When the child completes a card (28 stamps) a Bronze Merit Certificate will be issued formally in assembly. Another 28 points will lead to a Silver Certificate. The next 28 will earn a Gold Certificate, then the process will start again.
- Parents are encouraged to support the system. Staff, particularly at Key Stage One, may wish to allow cards to be shown to parents as part of the early use of the system. This should not be necessary further up the school where the certificates will be more appropriate as home school communication.
- Certificates may be displayed in school after parents have seen them, and outstanding awards are announced in the school newsletter.
- A merit point once awarded should not be taken away. Other sanctions should be used for negative behaviour and punishment.

Evaluation

The system is evaluated on a termly basis. As part of early evaluation we will consider whether an intermediate certificate at 14 points should be awarded at class level. In addition to certificates a number of graduated incentives may be made for bronze, silver & gold awards.

