

BISHOP WILLIAM WARD PRIMARY SCHOOL

DISCIPLINE AND BEHAVIOUR POLICY

Introduction

In our school we aim to promote responsible behaviour and self-discipline. Good behaviour makes effective teaching and learning possible. Every child needs praise and recognition to experience personal and social success and to perceive themselves as capable, likeable and worthwhile people. A child with good self-esteem can cope with school life.

Children have a need to discover where the boundaries of acceptable behaviour lie and it is natural for them to test these boundaries – children should not be left in doubt as to what is and what is not acceptable behaviour. All staff accept responsibility for maintaining good behaviour throughout school and rules should be applied consistently.

Code of Conduct

Our school ethos is based on agreed Christian Values: Perseverance, Hope, Wisdom, Forgiveness, Compassion, Peace, Justice and Trust. These values underpin the school's behaviour policy. However, the school also uses Golden Rules to make expectations more explicit, particularly for younger children.

The Golden Rules:

- Do be gentle (compassion, forgiveness, peace)
- Do be kind and helpful (compassion, trust)
- Do be honest (justice, trust, forgiveness)
- Do work hard (perseverance, wisdom, hope)
- Do listen (trust, wisdom)
- Do share (justice, trust, peace)
- Do look after property (justice, trust)

The Christian Values and Golden Rules are displayed around the school. Children are praised for keeping them, and loss of privileges can result when they are broken.

Children will be involved in agreeing rules for their class, that may break the Golden Rules down even further eg. Do listen – raise your hand if you wish to speak; Do look after property – use equipment safely

Positive Behaviour

Positive behaviour needs to be noticed and encouraged. Praise, a smile or encouragement for a child doing as they are told, working on a task, being helpful or polite, will make the child feel significant because they have been noticed and appreciated. Classes also operate reward systems for the whole class, groups or individuals which recognise positive behaviour.

Each class teacher also operates their own system of stickers, certificates and public recognition of good behaviour. This may include mentions in the school's Friday achievement assembly or a letter home, sharing the child's successes with parents.

Positive behaviour is also recognised at lunchtimes by the school's M.D.A. staff and they will use a variety of awards to recognise this.

Unacceptable Behaviour

Planning well organised and engaging learning and using subtle behaviour management techniques (proximal praise, reminders of rules, changing tone of voice) are the ways in which children's behaviour is managed for the majority of time in school. However, there may still be instances when children do not follow the agreed rules and their behaviour becomes unacceptable.

Initially a member of staff will speak to a child about their behaviour using a quiet calm voice to elicit a reason from the child or to explain why their behaviour is unacceptable. Some classes use a 'traffic light' system to show children when they are at risk of earning a consequence for inappropriate behaviour.

When children display inappropriate behaviour, they will often be given a choice – either to remedy their behaviour or to face the consequences. It is important to undertake a discussion with the child to look for reasons (there may be a problem that you are unaware of) and to seek to gain a measure of understanding and co-operation.

When dealing with inappropriate behaviour involving conflict between two or more children, a mediation approach is used. This focusses on how the behaviour has made everybody feel. Talking in this way encourages empathy and enables the perpetrator to take responsibility for their actions.

Consequences

It may become necessary to send a child out of the room if they are disrupting a lesson but it should not be to an unattended area or where they cannot be seen. The child may be sent to another class or to the seated area near the Headteacher's office. After some time out, during which the child has had time to calm down and reflect upon their behaviour, they can then return to class when they feel able or are prepared to apologise depending on the circumstances. If a child's behaviour is at this level, they will usually miss part of their break as a consequence.

If inappropriate behaviour is persistent or significant, the teacher may see fit to withdraw part of break or lunchtime. Children will miss the same number of minutes as their age (6 year old will miss 6 minutes of break).

In cases where poor behaviour is persistent (ie. a child has missed a number of break times in a short space of time) or a serious incident occurs, the Headteacher will be involved in resolving the problem.

Serious incidents include:

- Physical aggression towards another child or adult in school
- Leaving a room without consent
- Bullying (including cyber-bullying)
- Significant damage to property
- Use of racist or homophobic language

This list is not exhaustive – a decision will be made by the headteacher regarding whether or not an incident is 'serious'.

When this happens, parents will receive a Behaviour Letter and will be asked to come and discuss the incident with the headteacher. Children receiving a Behaviour Letter will also miss three break times, which reflects the seriousness of the situation.

In some cases the parents' co-operation is sought to put in place a plan that will link home and school, in some cases this could mean a reward system that parents are involved in. Where children continue to display poor behaviour, an individual behaviour plan will be drawn up and further strategies will be employed with the aim to improve behaviour over a longer period.

If there is still a problem after the Headteacher, SENCO and parents have been involved, help may be sought from the Educational Psychologist who would make a recommendation. This may be that Behaviour Advisers are involved, where someone would work with the teacher and the child to devise a programme to improve behaviour.

Exclusion may become necessary, usually after a long history of deterioration or as a consequence for extremely serious inappropriate behaviour. A pupil would only be excluded from school on reasonable grounds. DfE and County guidelines are followed when exclusion is being considered. The headteacher may decide to internally exclude a pupil. This would mean that the child comes into school, but is asked to work away from other pupils. This includes being kept isolated during break and lunch times.

Bullying

Bullying is the wilful, conscious desire to hurt, threaten or frighten someone on a regular and persistent basis. Bullying is totally unacceptable in our school. It is a complex problem which can be physical and/or verbal in nature. Bullying may take the form of:

- Non-verbal: kicking, hitting, damaging or taking belongings
- Verbal: name calling, taunting
- Indirect: spreading rumours, excluding
- Cyber bullying: sending nasty or threatening texts, e-mails by phone, picture/video clip, internet chat rooms or websites
- Bullying related to race, religion or culture
- Bullying related to special educational needs or disabilities
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation
- Bullying of young carers or looked-after children or otherwise related to home circumstances.
- Sexist or sexual bullying

Bullying causes considerable suffering to individual pupils and has a damaging effect on the school atmosphere. Children have the right to feel safe and protected at school; nobody deserves to be bullied.

Principles of bullying management:

- Bullying of any form is unacceptable.
- Early intervention is important.
- Individuals must take responsibility for their own actions.
- Parents must take responsibility for their own children.
- Failure to deal with the bully will only encourage further problems.

Bullying is hard to identify even in a supervised classroom situation. Early signs of distress, deterioration of work, isolation or a desire to remain with adults, may be symptomatic of other problems but may be early signs of bullying. As a staff we recognise that doing nothing when a case of bullying is reported is the worst reaction but bullying is no easy matter to deal with.

When a child (or parent on their behalf) reports that he/she is being bullied, wherever possible and appropriate the 'Support Group' system is put into place within the school. The child who is distressed explains how he/she feels and an adult works with a group of 6-8 pupils to problem solve and find ways of supporting the bullied child. Within the group there will be children who are positive role models and whom the bullied child likes and trusts. The group may also contain the perpetrator and if known the puppeteer. This group will 'look out' for the bullied child and seek to support problem solving strategies. The progress of the support is then monitored.

Whole class/whole school positive steps and multiple strategies to deal with and/or prevent bullying:

- Circle Time
- Mediation
- Buddy systems
- Role-play situations – devised so that pupils learn to cope better with bullies. Bullies need to be placed in situations which require them to see things from the victim's position.
- Classroom discussions – after a role play situation or following a questionnaire.
- Film/video created by pupils focusing on a bullying issue (maybe role play or discussion).
- Class/Whole School assembly
- Posters – a follow up to all the above reinforcing the message that bullying will not be tolerated and that it is acceptable to 'tell'.
- Stories to stimulate discussion:
 - e.g. The Angel of Nitshill Road by Anne Fine
- Zones of Regulation strategies
- Use of resource files on Bullying, kept in Headteacher's office.

Bullying tends to happen where there is less supervision, e.g. toilets, cloakrooms, playground. Instead of concentrating on the negative role of stopping trouble in the playground, staff try to help pupils maximise break times by encouraging positive games, such as football, netball, skipping, using giant lego bricks, playing Connect 4 and using the climbing frame and sensory garden. In addition the school has a collection of playground games, which can be used when appropriate. Year 6 pupils are trained to be Play Leaders and on a rota, organise games for younger children. This provides further opportunities for children to be engaged in purposeful activities at playtime.

Guidelines to stop bullying behaviour, if it is witnessed, at the time it is happening:

- Remove the victim from the scene – this resolves the problem without the risk of escalating the violence.
- Tell the bully they will be dealt with as soon as possible.
- Don't be aggressive – aggression only breeds aggression.
- When both parties have 'calmed' down, talk it through with them individually or together as soon as possible giving both sides an opportunity to express an opinion. We refer to this in school as mediation.

Consequences – in the above situation, the 'bully' needs to make amends for the distress caused. This could be:

- a verbal apology.
- an apology in writing.
- withdrawal of privileges, e.g. loss of playtime.

Proven instances of bullying will usually result in the perpetrator's parents receiving a Behaviour Letter.

Recording incidents of inappropriate behaviour

Where inappropriate behaviour results in a consequence, this will be recorded. For serious incidents, an ABC form may be used to record the incident; as a guide for when an incident needs to be recorded in this way, teachers use the list in this policy under the 'Bullying' subheading. All ABC forms are shown to the headteacher and child's class teacher. The headteacher collates forms and monitors patterns of inappropriate behaviour. Records of inappropriate behaviour can be shared with parents and external agencies.

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