



Witton-le-Wear Primary School.

Behaviour and Discipline Policy

Introduction.

This policy is based on our belief that our school can make a positive contribution to the way children learn and behave.

It is our responsibility as a school in partnership with children, parents, governors and others to foster good behaviour and attainment whilst identifying and continually developing those factors which make a good school better.

This policy is written with Witton-le-Wear Primary School in mind and it should be considered alongside other relevant Durham LA policies, and any other local or national initiatives aimed at actively promoting a positive approach to behaviour and learning within school.

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 as part of our 'big school family.' We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in an inclusive and supportive way. It aims to promote an environment where everyone feels happy, safe, secure and valued.

The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good positive 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, and to create a happy, stimulating, well disciplined and purposeful environment.

The school expects every member of our school community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way. Any medical conditions which may affect a child's behaviour will be taken account of on an individual basis as the need arises.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour as we believe that this will develop an ethos of kindness and co-operation. This policy is designed primarily to actively promote good behaviour, rather than merely deter less desirable behaviour.

We value each child and we encourage them to respect and value themselves and others in our school and the wider community.

We teach our children about British Values and the need for respect, tolerance and understanding of the beliefs and traditions of all of those communities and cultures that make up our modern society.

We seek to work in partnership with parents in the social development of their children.

Benefits of Good Social Behaviour.

All children bring a set of values and attitudes to school which shape and influence their behaviour. As a school we believe that we can influence how children behave and promote an environment which is happy, secure and productive.

If we achieve this as a school our children will:

- enjoy their time at school
- feel good about themselves and others
- -carry this positive self image into other aspects of their lives
- do as well as possible with their work in school

Good social behaviour also benefits teachers in that it enables teaching to be more effective and rewarding. Parents also feel confident that their children are growing personally, socially and academically and that the school will be positive and supportive in its approach to any difficulties which may arise.

Our Whole School Approach Towards Encouraging Good Behaviour

To create these conditions, we will:

- establish clearly shared expectations concerning children's behaviour

- identify the positive behaviour which exists within our school and be explicit about how it can be encouraged and maintained
- decide as a whole staff group about the ways in which we can consistently
- discourage inappropriate behaviour
- identify the ways in which our school organisation and classroom
- management supports our plans and frameworks for managing behaviour

Our Expectations Concerning Children's Behaviour.

We have a clear expectation as a school that children's behaviour will be good or better. In our school there is a clear intention that we should:

- treat everyone the same
- be honest, friendly and helpful
- respect everyone
- treat others as we would like to be treated ourselves
- never 'take the law into our own hands;' tell someone older or more responsible.
- if anyone bullies you or makes you feel frightened or uncomfortable then you must tell someone – your teacher, head teacher, parents, dinner lady or a friend.

Encouraging Good Behaviour.

Some children will need to be taught appropriate social behaviour and we will utilise the following strategies to achieve this:

- recognise and highlight positive/good behaviour as it occurs
- ensure that all children are praised in a consistent manner for behaving well
- ensure that criticism is constructive
- explain and demonstrate the behaviour that we wish to see from children
- themselves
- encourage children to take responsibility for their own behaviour
- reward individuals and groups of children for behaving well

A whole school approach such as this has implications for all staff who have regular contact with our children. If this is to be a whole school approach to maintaining and developing a positive school climate and learning environment it means that:

- staff have a shared understanding and united and consistent supportive response to children's behaviour
- staff support each other in being positive
- children model their behaviour on that of teachers and adults within school and they encourage each other to behave appropriately.
- positive control and discipline become shared between teachers and children rather than exclusively teacher directed.

Strategies to Encourage Good Behaviour.

In our school we use a range of strategies to encourage good behaviour and

positive attitudes from our children:

- be clear in our instructions and expectations
- teach and mirror appropriate behaviour
- create and maintain a climate of mutual respect between adults and children
- develop the wide use of positive and friendly interactions between adults and children
- use verbal and non-verbal praise
- involve parents in a positive and proactive way
- use assemblies to focus upon encouraging and supporting good behaviour and positive attitudes and respect towards others
- use rewards as a means of highlighting and encouraging good behaviour

Rewards and Sanctions.

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

- teachers congratulate children regularly within classes and around school
- teachers give children merits and rewards
- Children can earn Castle points for demonstrating the school values of:
 - Respect & Responsibility,
 - Honesty,
 - Team work & Friendship,
 - Aiming High,
 - Resilience
- Each week we nominate a child from each class to be 'Star of the Week. They are given a certificate and a trophy to take home and a duplicate goes on a hall display along with their photograph
- each 'Star of the Week' receives their certificate in the school assembly;
- We distribute merits to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;
- Reward stickers are stuck onto children's chests, into their books or onto sticker charts within classes
- The head teacher has special 'Head teacher Rewards' which can be given out for good work, hard work and effort, or for being kind and thoughtful
- The head teacher regularly gives classes the reward of additional playtime if they have been showing good sustained overall behaviour
- Lunchtime staff have a range of rewards which can be given for good behaviour and manners.

We use a range of sanctions as and where appropriate to deal with inappropriate behaviour in order to ensure a safe and positive learning environment. We use sanctions as appropriate to each individual situation. It is important that sanctions are consistent across the school and that we all deal with these situations in the same way.

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. Whilst it can be very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from such worries. In our school we view bullying as any behaviour which is **premeditated** and carried out **intentionally** over time by a child in order to upset another child in school. 'One –off' incidents where children may have said or done something to another child in the heat of the moment, or actions are simply accidental in nature, are not viewed as being aspects of bullying, but nevertheless they are treated seriously and dealt with immediately in an appropriate and proportionate manner as soon as is practically possible.

All members of staff are aware of the regulations regarding the use of physical restraint by teachers as set out in our Durham LA guidance on the use of restrictive physical interventions. Our staff only intervene physically to restrain children in order to prevent injury to a child, or if a child is in danger of hurting him/herself or another child. The actions that we take are in line with government and county guidelines on the restraint of children.

The role of the class teacher

It is the responsibility of the class teacher to ensure that school rules and overall ethos are reinforced in their class in a supportive manner, and that their class behaves in a responsible manner during lesson times.

The class teachers in our school have very high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

Our class teachers treat each child fairly and reinforce the classroom rules consistently. The teacher treats all children in their class with respect and understanding. Extremely positive relationships between staff and children are at the heart of our whole school ethos and environment, (our Witton-le-Wear Big Family ethos).

If a child misbehaves repeatedly in class, the class teacher may keep a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher will seek help and advice from the head teacher.

The class teacher may liaise with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with our education social worker or our school educational psychologist, the LA behaviour or emotional support services.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The role of the Head teacher

It is the responsibility of the head teacher 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 head teacher to ensure the health, safety and welfare of all children in the school.

The Head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Head teacher keeps appropriate records, where appropriate, of all reported serious incidents of misbehaviour.

The Head teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher has the power to permanently exclude a child. Both these actions are only taken after the school governors have been notified and after all other approaches have been tried / implemented and exhausted.

The role of parents

The school places a great emphasis on working collaboratively with parents so that children receive consistent messages about how to behave at home and at school.

Behaviour within school is an aspect of our school website and we expect parents to read this and support us as a school. By working in close partnership with all of our parents we can hopefully secure very positive outcomes for all of our children.

We expect parents to support their child's learning, and to co-operate 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. The school very much has an open-door policy where we ask parents to contact us immediately if they have any concerns or worries about their child / children.

If the school has to use reasonable sanctions with a child, parents should support the actions of the school. If parents have any concern 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, a formal grievance or appeal process can be implemented with the school governors in line with Local Authority guidelines and procedures.

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 offer support to the head teacher in carrying out these guidelines.

The Head teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour. The school does not wish to employ the power to search pupils for weapons as outlined in The Violent Crime Reduction Act 2006.

Fixed-term and permanent exclusions

Only the Head teacher (or the acting head teacher) has the power to exclude a pupil from school. The head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The head teacher may also exclude a pupil permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

Fixed term Exclusions. Exclusions up to 5 consecutive days – work should be set and marked by the school. During this period the parents of the excluded pupil must ensure that their child is not found in a public place during normal school hours without reasonable justification. Parents may be subject to a Fixed Penalty Notice if they fail to do this.

Exclusions for 6 consecutive days or longer – the school has the duty to arrange suitable full-time educational provision from, and including the 6th day of the exclusion. In consultation with governors it has been agreed that if this situation arises we will allocate the child in question suitable members of staff, (two staff to ensure health and safety and safeguarding of both the pupil and the staff members), and they will be given work and educated in the village community centre until the period of the exclusion is finished. This provision will be reviewed on a regular basis to ensure its suitability.

Permanent Exclusions.

It is the responsibility of the school during the first 5 days of a permanent exclusion to ensure that work is sent home for the pupil to complete. The same parental supervision guidelines as those given above still apply. From the 6th day of a permanent exclusion the Local authority (LA) is statutorily responsible for ensuring that suitable full-time education is provided. In cases where the pupil lives in a different LA from the school, this will be the pupil's home LA.

If the head teacher excludes a pupil they must inform the parents immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the

parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the head teacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the head teacher must comply with this ruling.

Behaviour Outside of School.

The school is realistic in controlling the behaviour of pupils outside of school hours. In the vast majority of such cases the responsibility for controlling the behaviour of children lies with parents since they are legally responsible for their children outside of school hours. However, each case that may arise will be judged upon its individual merits and if we feel that as a school we may be able to assist positively with a problem that has arisen within the local community in an appropriate manner then we will try and offer assistance if we are at all able to do so. However, it must be stated again that the responsibility for children's behaviour outside of school hours lies ultimately with parents.

Monitoring

The head teacher monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The head teacher can hold records of those incidents where a child is sent to them for a behavioural issue. We also keep a record of any major incidents that occur at break or lunchtimes.

The head teacher keeps a record of any pupil 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.

Review

The governing body reviews this policy on a regular basis. The governors may, however, review the policy earlier than intended if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Mr S Whelerton Head teacher.

**Mrs. B. Watt
Chair of Governors.**

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