

The William Amory Primary School
Behaviour, Discipline and Bullying Policy

1 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. 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 a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

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 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.

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

We treat all children fairly and apply this behaviour policy in a consistent way.

We believe that the way staff speak to children is important and we recognise that staff should always demonstrate good manners and be a role model to the pupils.

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 it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. Where action is needed, it is proportionate, fair and balanced.

Bullying is action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally. We aim, as a school, to produce a safe and secure environment where all can learn without anxiety. We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

We do not tolerate discrimination.

2 Rewards and sanctions

We believe that praise and a focus on the positives is a far more productive method of behaviour management than sanctions and punishment.

Current practices can be found in Appendix 1 but we also employ:

- Teachers congratulate children;

- Teachers give children team/house points;
- All classes have an opportunity to show examples of their best work.

The school acknowledges all the efforts and achievements of children, both in and out of school. The Record of Achievement File contains information regarding pupil achievement out of school, for example, music or swimming certificates.

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another pupil or discriminates against religion, race, gender or similar the class teacher records the incident, informs the Headteacher and the child is punished. Parents, of both parties, may be informed of such incidents. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child. In many of these cases education is likely to be the most appropriate action.

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time'.

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. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

Cyber-bullying is a form of bullying and the school will not tolerate it. Any form of cyberbullying which takes place within school will be dealt with in accordance with this policy. Any cyber-bullying which takes place in areas outside of the school's control will be dealt with as a case of bullying where there is a clear impact within school on the pupils (see Online Safety Policy). In accordance with Online Safety Policy, the school may report incidents of cyber-bullying to appropriate bodies if it is deemed necessary

as well as speaking to parents if required. However, the school cannot be obliged to control behaviours of children outside school. It is the school's stated position that no child has the need for social media.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

3 The role of the class teacher

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

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

The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps 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 seeks help and advice from the headteacher.

The class teacher liaises 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 the education social worker or LEA behaviour support service.

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.

Bullying should be dealt with quickly and proportionately. The headteacher should be informed.

4 The role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, including bullying and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

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

The Headteacher keeps records of all reported serious incidents of misbehaviour.

The Headteacher 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 headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

5 The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school rules to children and expect parents to support them and to demonstrate them whilst interacting with the school.

We expect parents to support their child's learning, and to co-operate with the school. 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.

If the school has to use reasonable sanctions to punish 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 school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

6 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 support the headteacher in carrying out these guidelines.

The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

7 Fixed-term and permanent exclusions

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

If the headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher 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 headteacher informs the LEA 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 headteacher.

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 LEA, and consider whether the pupil should be reinstated.

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

APPENDIX ONE

The school understands that there can be no hard and fast rules that will work with all children in all circumstances. A set of guiding principles form the intent behind behaviour management at The William Amory to ensure that it is a place of safety, calm, order and positivity:

- Staff act as role models of manners, integrity and behaviour at all times,
- Staff reflect on their practice often to ensure that they are identifying the best techniques to promote a calm, ordered and positive environment,
- Identifying positive behaviour is as, if not more, important as identifying inappropriate behaviour as a tool to create a strong learning environment,
- Parents should be involved at all aspects of a child's behaviour, particularly upon the positives. However, where sanctions are used parents are informed if there are signs of a pattern or if transgressions are frequent or severe,
- Staff have high expectations behaviour and conduct of the pupils in order to promote positive and productive learning environment and community,
- Well proven routines should be applied consistently across the school,
- Consequently, low level disruption in class, playground and hall should be minimised,
- Behaviour management is a whole school policy and applies in the classroom, playground and dining hall as well as on school events,
- Bullying, discrimination, and intolerance should be addressed with immediate effect. It should be recognised that the age of the children may mean that they are unaware of this in which case education would be the most effective strategy.
- Parents are expected to respect and support these principles with their interactions in the school environment.

The following strategies are currently those employed by the school to reward good behaviour and to provide sanctions to inappropriate behaviour.

REWARDS

Team Points

The school has four teams, Sapphire, Topaz, Emerald and Ruby. Team points are given out to individual children or to a group who have worked hard or demonstrated kindness, courtesy or diligence in the way they have acted. Such actions may include:

- | | |
|-------------------------------------|---------------------------------|
| Opening a door for others | Saying thank you or please |
| Moving aside for others | Sitting in their place promptly |
| Being helpful to adults or children | Being quiet when asked. |

Team points can be given out singly (actions you would expect such as being quiet when asked); two points (actions which shows good manners such as offering considerable help or being a good model to their peers) or three points for actions which are exemplars of good manners or where a child has worked extremely hard but perhaps is not eligible for a gold book award.

Team points are accumulated over the week. In Merit Assembly, the weekly and termly accumulation of points is displayed. The team with the most points at the end of term gets a negotiated reward.

All those working with children can give team points. Support staff can issue them as well.

Star of the Class

Star of the Class certificates are issued for work, thinking or sporting excellence. Children may get a Star of the Class Certificate for showing determination and effort or for their actual results. The reward of Star of the Class does not exclude giving Team Points.

Headteacher's Award

Children who have demonstrated good work or manners may visit the headteacher to receive a Headteacher's Award.

Brilliant Slip/Happy Note

Children who have demonstrated good work or manners (as may be rewarded with two or three team points) may receive a Brilliant Slip, where the teacher or Teaching Assistant writes the thing that the child did and the slip is sent home to parents.

Text & Word of Mouth

Staff witnessing children who have demonstrated good work, attitude or manners may text parents to inform them or hold the child back at the end of the day to have a private word to explain the event.

Best Line

Teams are given rewards for being the best to line up after playtime.

Behaviour Badges/Stickers

Staff witnessing children who have demonstrated good manners, attitude or manners may give them a badge or sticker.

SANCTIONS

In addition to the sanctions listed in the policy, specific sanctions may be used where specific issues arise.

Name on Board

A child may get their name on the board during lessons if they are talking, not working, not clearing away or setting up quickly or causing other types of disruption which impedes the work of others. This should be used for "low level" poor behaviour. More serious behaviour should result in sanctions listed in the policy.

- A child will firstly get a verbal warning, ie, "Jack, get on with your work."
- A child will get their name on the board if they continue to cause distraction. Either the teacher/staff member or the child him/herself may write it on the board. This is the final warning.
- Subsequent misdemeanours will get additional ticks beside the child's name. Each tick represents five minutes lost from playtime. The teacher/person in charge can decide that this loss should happen first or second play, the majority being during first play.

- At the first available play (the next day if necessary) a child will remain with the staff who will monitor and send children out. Punishment received in afternoon play should be administered by the teacher herself. Lunchtime should be avoided under this strategy.
- A child receiving more than three ticks should probably face a further sanction rather than adding more ticks, such as seeing the headteacher.
- A teacher/teaching assistant may remove ticks as part of a reward system, such as, "I've given you this tick. If you work really hard this lesson I might think about taking it off."
- The board should be wiped clean at the end of the day and started afresh the next. Half days may be more appropriate for Key Stage I.

Time Out

A child who persistently acts inappropriately and looks to need time to cool down may be taken out of class by any member of staff or s/he may be given work and escorted to another classroom (Key Stage leaders in the first instance) for a period of time away from the class.

A brief discussion at the end of this period is important. Parents will not generally be informed of these unless they are persistent.

Detention and other sanctions

Pupils can be given detentions which are administered by staff. In addition, pupils can be sent to the Headteacher or required to miss part of playtime by either finishing work, visiting the Headteacher or another member of staff or by escorting a member of staff during playtime.

At the end of each session a brief discussion is held. Parents will not generally be informed of these unless they are persistent, part of a pattern, or unusual in manner. Parents may also be informed if they form part of a wider collaboration between parent and school.

Three detentions are likely to be the correct trigger point to involve parents.

COMMON STRATEGIES

We recognise that strategies that work with 4 year olds may not be suitable for 11 year olds. Given that we believe that we should strive to use the correct strategy for the situation and reflect upon this as part of our development, we have a limited number of common strategies that apply:

- Children should have work to get on with in class when coming in after playtimes and in the morning.
- Class attention should be gained by the ringing of a bell.
- Staff do not compete with class hubbub by raising their voice over it.
- Staff should refrain from talking across the classroom in general teaching situations (a well-directed acknowledgement of good behaviour by an individual in order to illustrate to the class is, of course, excepted).
- Classes move around school appropriately – quietly, walking, single file and with respect to others (ie whilst walking through the hall).

Approved by governors..... Date:.....

Date for Review: Spring 2022