



Weston Green School

Behaviour and Discipline Policy

This policy applies to all pupils at Weston Green School, including those in the Early Years Foundation Stage (EYFS)

Created: Spring 2013
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Next Review: Autumn 2018

Behaviour Management Policy

Introduction

Weston Green aims to encourage pupils to adopt the highest standards of behaviour, principles and morality. We aim to promote trust and mutual respect for everyone. We believe that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners.

Weston Green is an inclusive community. We welcome pupils from a variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person equipped to take his/her place in the modern world.

The school is committed to making reasonable adjustments to its policies, including behaviour management, to cater for pupils with SEND and takes into account the ages, aptitudes and needs of all pupils, including those with an EHC plan.

This policy is written with due regard to the DfE guidance 'Behaviour and Discipline in Schools' 2016 and the requirements of the EYFS Framework 2017.

It recognises the duty of proprietors under Section 7 of the Education (Independent School Standards) Regulations to ensure that arrangements are made to safeguard and promote the welfare of children.

Headteachers and their staff have the authority to discipline pupils for their behaviour in school and, in some circumstances, outside of school. This includes the authority to impose sanctions appropriate to the age and action of the child, including detaining children beyond the school day and confiscation of property, fuller details of sanctions employed by the school and their application are included in this policy.

Teachers may discipline pupils for non-criminal bad behaviour off-site, under the following circumstances (from DfE guidance, January 2016)

- misbehaviour when the pupil is:
 - taking part in any school-organised or school-related activity or
 - travelling to or from school or
 - wearing school uniform or
 - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the school.

Confiscation

Teachers are authorised to confiscate items which pupils should not have in their possession at school. In such circumstances, staff may follow one of the following options in relation to the confiscated items:

- returning items to pupils or parents after a given period (where possible at the end of the school day)
 - for example, items banned from school, such as money, mobile phones, specific toys
- destroying items
 - for example, pornography, tobacco, alcohol
- handing items to the police
 - for example, banned substances, knives and weapons, stolen items

In this context, the school has regard to the DfE guidance "Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies".

General Approaches to behaviour management

The goal of this policy is to support children in developing the self-awareness and self-discipline that allows them to recognise positive behaviour and moderate misbehaviour independently.

The school undertakes the following in the context of its policy, acknowledging its legal duties, in respect of the Children Act 1989, Equality Act 2010 and Special Needs requirements, to

- Reject any form of corporal punishment, including the threat of corporal punishment. Furthermore, children should not be subjected to sanction that may adversely affect their well-being.
- Work in partnership with parents to ensure that
 - they are kept informed about disciplinary issues and rewards for good behaviour relating to their child
 - they can work together with the school to achieve improvements in their child's behaviour when expected standards are not met.
- Ensure the safeguarding of and respect for pupils with SEND
- Make reasonable adjustments in behaviour management in respect of the understanding and capabilities of pupils with SEND
- Ensure any sanction does not breach any other legislation and is reasonable in all the circumstances.
- Consider whether the behaviour is related to a potential safeguarding issue, that may result in significant harm to the pupil. In such a situation, the school will make reference to the Safeguarding Policy.
- Consider if behaviour issues are the consequence of an unmet educational or other need; requiring a behaviour review or possible multi-agency or specialist assessment, with reference to the SEN policy

Aims

The aims of our Behaviour Management Policy are rooted in the ethos of our school. Weston Green endeavours to provide a secure, happy environment constructed around a disciplined framework which encourages a pupil to respond to the best of his/her abilities.

We encourage the children to develop the following attitudes:

tolerance

consideration

awareness of each other's needs

readiness in speech and actions

respect for others

willingness to share and take turns

willingness to talk through situations without resorting to physical action

confidence in themselves

a sense of justice and fair play

As adults we endeavour to:

- lead by example i.e. display the above attributes
- be prepared to explain the basic ground rules and the reasons why they are important
- have clear, consistent expectations of appropriate behavior
- work as a team to ensure consistency of expectation
- be prepared to discuss issues, problems with each other, to take advice and to find solutions
- foster a secure, relaxed, respectful atmosphere
- keep a careful watch on the children to evaluate development and to discover any incipient problems
- be aware of and follow the school and department rules
- work with the parents to aid the social and emotional development of the child

Rationale: Promoting Positive Behaviour

Weston Green recognises the importance of positive behaviour and its impact upon teaching and learning. Consistency of approach is crucial to raising standards in this area. Along with a positive approach, the promotion of effective communication and the reinforcement of clearly defined consequences and rewards are important.

We aim to place the emphasis on praise and reward for good behaviour by encouraging, promoting and celebrating good behaviour.

Thus we would like the children and adults to follow the precept 'Treat others as you would like them to treat you.' Discussions on appropriate behaviour should be closely linked with Christian ethics, possibly using Jesus' life as an example.

We believe that children are happiest and most secure in a well-ordered environment with clear expectations of behaviour. The children should be aware of appropriate behaviour and so observe the social code of the class/school community. In this way, every child can learn, and develop at his/her own rate with positive encouragement from peers and adults.

We believe that good behavioural habits are vital to the smooth running of the class/school and to the social/emotional development of the child. They also lay the foundations for considerate, tolerant attitudes in future years.

We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the school's attendance policy. They should care for the buildings, equipment and furniture. We expect pupils to behave at all times in a manner that reflects the best interests of the whole community.

Our experience shows that the ethos of and respect for the school is enhanced by listening to our pupils and by encouraging constructive suggestions from them. We do this through an openness in our community and through specific channels such as 'circle time', the School Council and the Suggestion Box as well as the possibility of using the Worry Box.

The school encourages positive behaviour. Its sanctions are to help us to manage challenging behaviour. Parents and Guardians undertake to support the authority of the Headmaster in enforcing them in a fair manner that is designed to safeguard the welfare of the community as a whole.

Steps to achieve consistency in expectation

Children can enter the school with very different home/pre-school experiences and behavioural patterns.

To produce a well ordered, secure school environment we:

- are aware of the children's different home situations and needs by liaison with parents and previous schools. Informal discussions with parents are common at the end of the school day. We also organise individual consultation conferences as required and formal parent evenings.
- observe and discuss the children informally and at staff meetings
- write personal records which are passed on to the next teacher
- have agreed on basic rules e.g. for the playground and discuss behaviour to achieve consistency
- take time to communicate our expectations to the children, explain the reasons for the rules
- encourage the children to try and sort out their problems e.g. in the playground by independent discussion. The teacher will always be available to listen and advise, but in many cases, direct involvement should be unnecessary
- enforce the rules by praise, discussion and encouragement.
- lay great emphasis on P.S.H.E. We discuss such issues as how behaviour affects others, the importance of love and tolerance, care of our environment. These discussions may be on class, group or individual basis and are directly related to the developmental stage of the child.

The school is committed to achieving a consistent response in the management of behaviour, this is achieved through

- Staff training, support and development
- The induction of new staff
- Monitoring of consistency in behaviour management by the head/SLT
- Clear and consistent boundaries for classroom management developed in conjunction with children
- Monitoring of logs of administration of disciplinary sanctions

Managing Transition

Staff liaise carefully regarding transition of pupils from one year and/or Key Stage to the next. Staff pass on academic, welfare and behavioural information to ensure continued excellent care for each child.

Systems to improve behaviour

Pupils who need support in adhering to the code of conduct and whose behaviour has given cause for concern may be issued with a focus card to be completed at the end of each lesson and playtime by the teacher in charge and discussed with the class teacher at the end of each day. This will be shared with parents and may be for a period of one week or more if required.

A weekly social skills group in both KS1 and KS2 runs each term and pupils may be put forward by their class teacher to take part in this group which uses positive role models to help children discuss and reflect on a variety of issues around self-esteem and working/playing with others.

Liaison with outside agencies

The school will liaise as necessary with outside agencies in order to support the development of positive behaviour strategies with individual pupils. These may include

- Mrs Susan Ross (Pastoral Support Advisor)
- child psychologists
- Mrs Kaley Allsopp (yoga and mindfulness teacher).

Rewards and Sanctions

The principles on which the school has developed its rewards and sanctions strategy are as follows

- Expectations are reasonable for pupils of all ages and needs
- The priority is the promotion of positive behaviour
- Support the teaching of good behaviour, self-discipline and respect
- Designed through pupil discussion
- Enable independent pupil action and reflection
- Support positive relationships in school
- Reinforce and reward appropriate behaviour
- Enable staff to develop classroom management strategies, including the organisation of facilities and resources

Behaviour management in KS1

In KS1, if inappropriate behaviour occurs, it is dealt with gently and firmly, re-emphasising the ethos of the school and explaining why certain behaviour is deemed unacceptable.

If poor behaviour continues, various measures may be taken, e.g. sitting quietly for a time, missing part of playtime, a firm telling off, if necessary meeting with the Deputy Head who has overall responsibility for pastoral care or, in extreme cases, meeting the Head Teacher.

Use of caution slips

Pupils whose behaviour interferes with their own learning, that of others, or threatens the emotional or physical wellbeing of others, will be reprimanded. If the behaviour persists they will be given a "Caution Slip".

The slip will be a means for a child to reflect on what has happened, the impact of their action and what might have been a better course of action. This is a written exercise and, whilst not a punishment in itself (as we recognize we all make mistakes and want to be a school which works to make everyone their best selves), this will be done at a break time. The pupil will sit with a member of staff (usually, but not always, the teacher who has issued the caution slip) who will discuss the purpose of the caution slip and help the pupil to think about the Golden Rules in relation to their actions.

The teacher will record the reason for the slip and the amount a child should write.

More serious misdemeanours, or persistent receipt of caution slips, will lead to further action.

5 caution slips will result in a Head's detention which is likely to take place after school or during a time in the school day to be decided by the Head.

Notifying parents

The school is unlikely to officially notify parents unless a Headteacher's detention is due; children must be allowed to 'make mistakes' and to learn from them. However, if a child accumulates 4 slips, the school will

contact the parents to forewarn them of a possible detention.
Parents will be notified in writing of all detentions.

The children will begin each new school year with a 'clean slate' (ie all previous slips will be cancelled)

Discipline in KS1

All discipline must be seen in the light of the child's welfare. The school will therefore not use any punishment which could adversely affect a child's well-being and will not use or threaten to use any form of corporal punishment. Guidance on physical restraint is stipulated in the safeguarding policy.

Behaviour Management in KS2

Individual house points are awarded for good behaviour and excellent academic work. These are recorded by the pupils and overseen by class teachers. Rewards are given as follows:

100 house points	=	bronze certificate
200 house points	=	silver certificate
300 house points	=	gold certificate
400 house points	=	double bronze certificate
500 house points	=	bronze merit badge
650 house points	=	double silver certificate
850 house points	=	silver merit badge
1250 house points	=	double gold certificate
1750 house points	=	gold merit badge

Certificates and badges will be awarded in key stage assemblies.

It is the responsibility of all teachers to ensure that the Code of Conduct (see Appendix 1) is followed and to lead by example. Form teachers should take an active role in consistently encouraging good pupil behaviour from their class and all children both in lessons and around school.

Teachers should have high expectations of children with regards to behaviour and they should strive to ensure that all children behave to the best of their ability.

Members of staff should also be vigilant about:

- Setting a proper example of respect, kindness, courtesy and good manners
- Ensuring that standards of discipline are maintained in a quiet, controlled, caring atmosphere.
- Dealing promptly and effectively with all reported incidents.

In KS2, if inappropriate behaviour occurs, it is dealt with in the same way as in KS1 by gently and firmly re-emphasising the ethos of the school and explaining why certain behaviour is deemed unacceptable. Breaches of conduct (and almost certainly if a verbal warning has already been issued) may result in a 'caution slip' being given.

More serious offences will result in a red caution slip, which will itself also entail a detention with the Head.

Use of caution slips (see Appendix 2)

Pupils whose behaviour interferes with their own learning, that of others, or threatens the emotional or physical wellbeing of others, will be reprimanded. This will take the form of a verbal warning or another obvious means (eg. teachers may record this reprimand by writing the pupil's name on the board). If the behaviour persists they will be given a "Caution Slip".

The slip will be a means for a child to reflect on what has happened, the impact of their action and what might have been a better course of action. This is a written exercise and, whilst not a punishment in itself (as we recognize we all make mistakes and want to be a school which works to make everyone their best selves), this will be done at a breaktime.

The teacher will record the reason for the slip and the amount a child should write.

More serious misdemeanours, or persistent receipt of caution slips, will lead to further action. Aggressive behaviour and fighting, stealing and rudeness to staff would be likely to result in the caution slip counting double.

Either 5 caution slips or one red slip will result in a Head's detention which is likely to take place after school or during a time in the school day to be decided by the Head.

All members of staff, including specialist teachers (eg for Music and French), Games staff, plus playtime and lunchtime supervisors will follow this system of rewards and sanctions for pupils in KS2.

Notifying parents

The school is unlikely to officially notify parents unless a Headteacher's detention is due; children must be allowed to 'make mistakes' and to learn from them. However, if a child accumulates 4 slips, the school will contact the parents to forewarn them of a possible detention.

Parents will be notified in writing of all detentions.

The children will begin each new school year with a 'clean slate' (ie all previous slips will be cancelled)

Discipline in KS2

All discipline must be seen in the light of the child's welfare. The school will therefore not use any punishment which could adversely affect a child's well-being and will not use or threaten to use any form of corporal punishment. Guidance on physical restraint is stipulated in the safeguarding policy.

Additional Strategies

The school has processes in place to support pupil's behaviour where the usual rewards and sanctions strategies are not working. This entails working more closely with parents, drawing up specific targets for pupils to focus upon and reviewing behaviour on a daily (class teacher) and weekly (head) basis.

Staff may also access the strategies outlined in 'Modifying Pupil Behaviour – Guidance'.

Suspension and Expulsion of Pupils

The Head reserves the right to suspend or expel any pupil in the following cases:

- A pupil found guilty of gross misconduct or very serious breaches of the rules that put themselves or others in serious danger
- A pupil found guilty of severe or persistent bullying
- A pupil who consistently and repeatedly is badly behaved and who is not able to modify his/her behaviour, even with the full support of the school

Suspension and expulsion should be seen as a last resort when all strategies have failed. For further information please refer to the Exclusion Policy.

If a parent has any concerns over a sanction given, they are entitled to raise their concern with the teacher, the Deputy Head or the Head.

Malicious accusations

On the rare occasions where it can be proved that the allegation has deliberately been invented or is malicious the Headmaster will consider whether to take disciplinary action in accordance with the school's Behaviour and Sanctions Policy, this includes the possibility of temporary or permanent exclusion. Further actions in relation to malicious allegations can be found in in the Safeguarding Policy (p9).

Curriculum

The school will promote positive behaviour through the curriculum integrating the following elements into the taught and co-curriculum, as well as assemblies

- good behaviour
- self-discipline
- respect
- Fundamental British Values
- positive attitude
- responsibility
- resilience

Cross-references

This policy takes account of the guidance offered to staff in the following policies

- the section regarding the use of reasonable force and other physical contact in the safeguarding policy
- consistency of sanctions between this policy and those outlined in the anti-bullying, supervision and exclusion policies
- dealing with screening, searching and confiscation of possessions in the screening and searching policy
- dealing with malicious allegations against staff in the safeguarding policy

Appendix 1

KS1 and KS2 Code of Conduct

- **Respect every member of the school community – staff and pupils**
 - Think before you act – treat others as you would like them to treat you
 - Remember your manners and be polite

- **Be a responsible ambassador for Weston Green School**
 - Be a positive role model for younger pupils
 - Wear the correct uniform

- **Show a positive attitude and learn with joyful enthusiasm**
 - Encourage others and always do your best
 - Show sportsmanship on and off the field
 - Arrive promptly for the start of each day with the right equipment for your lessons

- **Look after the school environment**
 - Move around the school sensibly and quietly
 - Keep the school tidy

Appendix 2

Weston Green School Caution Slip

A caution is given for acting unwisely, even after a verbal warning, or for more serious wilful offences. This is for you to use to think about what went wrong so that it does not happen again. You should answer each question, writing the amount of lines told to you by the teacher.

Issued by:	Date:	Time:
Issued to:	Form:	House:
Offence:		
Deadline for completion and return (normally one school day)		
What did you do wrong? (you should write lines)		
Why was it wrong? (Think about the Golden Rules) (you should write lines)		
What will you do to try and put things right? (you should write lines)		
Teacher's signature		Date: