

WESSEX PRIMARY SCHOOL

POLICY DOCUMENT - BEHAVIOUR AND DISCIPLINE - Issue 2 (including Anti-Bullying)

Introduction

This policy document outlines the way in which staff at this school will seek to achieve good behaviour amongst the pupils. It reflects the view of the teaching staff as well as other members of staff and was drawn up as a result of staff discussion. It has the full agreement of the Governing Body who approved it at their meeting in May 2007. The implementation of this policy is the responsibility of everyone who works at the school and will be monitored by the Headteacher. The effectiveness of the policy will be monitored regularly and it will be reviewed regularly.

Rationale

The children will be encouraged to have regard for other children and adults, and to develop respect for the environment. They will also be offered the opportunity to develop self-discipline. Specifically this means the children will be expected to:

- treat other children with kindness
- treat adults in a friendly but respectful way
- obey any reasonable requests made by an adult
- behave in a quiet and orderly way within the school
- treat their own belongings with care and respect the property of others
- behave sensibly at lunch and play times
- abide by the school Golden Rules.

Principles

The staff of Wessex Primary School believe that good order is promoted when children feel they are in a stable and secure environment where the boundaries of acceptable behaviour are clearly stated. We believe that it is important to discuss regularly issues that will help us reach a high degree of consensus regarding the standards of behaviour we expect from our pupils and so time will be set aside regular staff meeting time for this purpose, where possible including LSAs and lunchtime staff. We believe a positive approach to managing pupils behaviour is the most effective and we will seek to praise children who keep to the rules more often than we 'check' pupils who test them. In fact we suggest five times as much praise as criticism! We will seek to raise children's self-esteem and sense of self worth, for we believe that children who feel good about themselves are better able to deal with the day to day problems they meet in school. To this end our policy involves ensuring that every child receives some degree of recognition. However, that we seek to praise children who keep to the rules does not mean that we are prepared to ignore bad behaviour. It is fundamental to this policy that all staff have a duty to maintain good order and high standards of behaviour at all times, in all parts of the school with all children.

The School 'Golden Rules'

The school has adopted the Golden Rules used in *Turn Your School Round* by Jenny Moseley LDA (1993) which are:

- Do be gentle - Do not hurt anybody
- Do be kind and helpful - Do not hurt people's feelings
- Do work hard - Do not waste your or other people's time
- Do look after property - Do not waste or damage things
- Do listen to people - Do not interrupt
- Do be honest - Do not cover up the truth.

Staff example is paramount in instilling in the children good manners and positive attitudes to others and to work. We stress at all times what the children should do - not what they shouldn't. Staff should therefore be vigilant and provide plenty of friendly supervision gently checking bad behaviour when it is seen, as ignoring it could be seen to be condoning it.

Usually children who are presented with stimulating work at the right level do not cause behaviour problems in class. Good organisation and classroom management facilitates good behaviour

amongst children. Valuing children, by for instance displaying their work, gives them pride in themselves which promotes good behaviour. A classroom code shaped by the class themselves promotes good behaviour in class. The pupils feel that they have ownership of the rules and can understand the reasons behind them.

Examples of class and nursery rules are attached.

In the Dining Hall

Lunchtime staff continue to uphold the school Golden Rules as well any that apply specifically to lunchtime. From time to time the children help shape the rules which particularly apply to this area of school life. The children are aware of the necessity for hygiene and safety before and at the table. Stress is laid on quietness and good table manners while eating and children are encouraged to eat their meals and not be wasteful. The lunchtime staff are aware of the positive approach used in school with regard to dealing with any child who deviates from the rules and guidance has been given to them in dealing with incidents which may arise. The teacher will advise the class lunchtime controller if there is any reason for being mindful of any particular child or group of children.

Children who keep to the lunchtime rules should be praised. Praise can include:

- a verbal comment from the controller
- a 'well done' sticker awarded on the day
- referral to the lunchtime supervisor for praise
- a comment to the child's teacher, Deputy Head or Head teacher
- a mention in the good news book for assembly on Friday
- being chosen to sit at the special table (KS2 only).

In the playground

The Golden Rules apply to lunchtime and playtime as well as to other times of the day and both teaching and non-teaching staff on duty correct children who do not conform and praise those who do. Lunchtime staff and staff on duty at playtime operate within the general guidelines of this policy which emphasises praise and reward. If appropriate class teachers are made aware of incidents and the child/children involved, or of any minor accident that occur at break time.

It is recognised that children can get bored during playtime and so they are encouraged to play games such as hopscotch or skipping. Various games and equipment are provided for lunchtime/playtime use. Children are allowed to bring in small equipment, for instance, skipping ropes, to play with during lunchtime.

Football is not allowed on the school field or playground before school. If it is dry enough to use the field then children may bring in a named sponge ball to play with on the field during lunch and break. Hard balls, such as leather footballs and tennis balls are not allowed. Football is never allowed on the playground.

Rewards and Sanctions

Though we wish to encourage self-discipline, many young children need the reinforcement provided by tangible rewards. We have devised a set of semi-hierarchical rewards to be used by teachers and other adults working in the school which will need to be revised from time to time in order to meet current needs. These can be used on individual pupils by teachers and other staff working in the school. It is vital that all children receive some degree of recognition from time to time, even if this is to encourage good work/behaviour for that child, rather than to reward it.

Teachers should also be aware of opportunities to praise the whole class and thus promote a community spirit and co-operative ethos for instance by using the 'marbles in a jar' approach. Teachers may also enhance the general school reward system, for example by using star or sticker charts.

Sanctions are used to show disapproval of unacceptable behaviour and to make the children aware of the boundaries and limits set in school and society. Those adopted must be seen to be fairly and consistently applied and distinctions must be made between serious and minor offences. Sanctions should be applied flexibly to take account of circumstances. 'Blanket' sanctions should be avoided as they are not seen as being 'fair' and tend to cause resentment amongst the children. Examples of appropriate rewards and sanctions are attached.

A few children may not respond to the reward and sanction system described above and may require an approach which can involve:

- concentrating on the one or two problems causing most concern
- defining them clearly to the child
- adopting a consistent approach
- setting only absolutely necessary rules so the child knows what is expected
- providing incentives for behaving well
- helping the child avoid situations where the problem is likely to occur
- making it fun/pleasure/attention-getting to behave well
- recording and celebrating positive changes.

Peer Influence

Circle time may be used to address behaviour issues in the classroom. In some circumstances a Circle of Friends may be set up to help particular pupils. A peer mediation scheme is in operation which may help reduce the number of playtime incidents. However it should be made clear to the children that if this does not resolve the situation they must seek help from an adult.

Involvement of Parents

It is our policy to work in active partnership with parents in matters of behaviour and discipline, and our school Golden Rules will be circulated to parents from time to time as well as at new parents meetings for nursery and infant children. Parents will be encouraged to celebrate their children's successes with them and will be given positive and constructive information about the children's work and behaviour. In addition they will be notified promptly should their child's behaviour cause us concern. The parents of children who do not respond to that above approach will be asked to come into school to discuss the situation and will be encouraged to support the school in any action taken.

Racism

The school will not tolerate racism. The school's approach to PSHCE and behaviour matters minimises the possibility of pupils behaving in a racist way but should this happen the Borough's policy for managing and reporting racist incidents as well as a range of behaviour management strategies used by the school will be brought into action.

Bullying

Bullying or intimidation of any type is not acceptable in this school and we have adopted the 'No Blame Approach' to deal with any incidents that do occur. This approach is detailed in the appendix. Should this approach fail to resolve the situation the parents of the child who is exhibiting the bullying behaviour may be asked to come into school and, with the help of the SENCO, a new approach will be devised.

Children Causing Concern

These children will require an individual approach and the support of the SENCO. Strategies for these children will involve devising small achievable targets. Parents will be involved and will be encouraged to provide support at home. Children with behaviour difficulties who do not respond to the behaviour management approach adopted by the school will be referred to an outside support agency at the first appropriate opportunity. Various facilities exist in the authority to help emotionally disturbed or disaffected children and these will be made use of when necessary. It is likely that a child whose behaviour causes concern will be offered a Pastoral Support Programme (PSP).

Exclusion

Children who do not respond to the behaviour management approach adopted by the school may eventually face exclusion; indeed occasionally the behaviour of a pupil will be such that exclusion will be an immediate response. Such action will be exceptional and generally relate to extreme behaviour. However, the Headteacher reserves the right to exclude where the health, safety, welfare or education of others is threatened. Generally however exclusion is the end of a process which has involved:

- Clear identification with the pupil of the offending behaviour.
- Establishing appropriate sanctions short of exclusion in an effort to discourage reoccurrence of such behaviour.
- Pastoral support.

- Notification to parents of concerns and sanctions taken.
- Upon re-offence, discussion with the pupil regarding possible ultimate sanctions if behaviour does not improve.
- Further notification to parents and parental interview.
- Upon further re-offence, implementation of the exclusion process.

A child whose bad behaviour occurs during lunchtimes may, if appropriate, be 'debarred'. (DfEE letter 21st January 2000). This an appropriate disciplinary sanction to maintain good order and discipline throughout the lunchbreak without the need to disrupt the pupil's formal education.

All exclusions/debarments will be carried out with due regard being given to the School Standards and Framework Act 1998 and the DfEE circular 10/99, Social Inclusion: Pupil Support.

Physical intervention

Very occasionally a member of staff may need to physically intervene to control or restrain a pupil. Only such force as is reasonable may be used to prevent a pupil from committing a criminal offence, (or one that would be an offence if the pupil were older) injuring themselves or others, causing significant damage to property (including their own) or engaging in behaviour prejudicial to maintaining good order and discipline

This applies when a teacher or other authorised person (LSA, SSA or member of the lunchtime staff) is on the school premises, or when he or she has lawful control or in charge of the pupil concerned, eg, on a field trip or other authorised activity.

Physical force can only be regarded as reasonable if the circumstances warrant it, thus force can never be justified to prevent a pupil committing a trivial misdemeanour, or in a situation that clearly could be resolved without force. The degree of force must be in proportion to the circumstances of the incident and the consequences it is intended to prevent. Any force used should always be the minimum needed. Members of staff have been trained the positive handling of children and if the occasion warrants it one of these people, currently Mrs A Leigh, Mrs C Poole, Mrs S Piper and Mrs M Palfrey, should be called to attend.

Health and Safety

Children are taught how to use all school equipment carefully and safely and these instructions are re-enforced regularly. Children are reminded about the need to care for our natural environment and to care for our grounds. Children are made aware of the areas in which they are allowed to play in safety. Should there be any dangerous or destructive play or it will be dealt with in a way consistent with this policy.

Staff Training

In order to keep staff up to date, training, consistent with the ethos of this policy, will be arranged when necessary.

VP March 2007

BEHAVIOUR AND DISCIPLINE POLICY - APPENDIX

Contents

Examples of suitable class/nursery rules
 Examples of appropriate rewards and sanctions
 The 'No Blame' approach to bullying
 Behaviour management techniques

Examples of class rules

- be friendly and kind to each other
- work quietly
- listen when someone is speaking
- only walk around the class room
- put your hand up if you want to speak
- only go into your own work tray

- look after your books and other belongings
- help put the equipment away
- keep your class room tidy

Examples of nursery rules

- we always walk in the nursery
- we hang up our aprons
- we hang up our coats
- we make friends and share toys
- we wash our hands after using the toilet

Examples of appropriate rewards and sanctions!

Possible Rewards	Possible Sanctions
<ul style="list-style-type: none"> • smile from teacher/ other staff • well done comment from teacher/other staff • praise(private or public) • mention to parents • extra turn on the outdoor climbing frame (Nursery/Infants) • special privilege • class clean toilet certificate (Nursery/Infants) • house points (400 per house per house per class week approximately), given out in 1's, 2's, 5's, with a maximum of 10 • stickers (be generous) • class recognition • send to colleague for praise • showing assembly • Good News Certificate • Send to Headteacher for praise • For class/group of children • Marbles • Golden Time - Friday afternoon • Marble Treat - 1 x ½ term • Lunchtime club for Y6 • Special 'treat' eg extra playtime 	<ul style="list-style-type: none"> • 'The Look' • quiet word • moved from place • time out of class • missed break • write letter of apology • loss of Golden Time • send to colleague for reprimand/to work • sent to Deputy Head or Headteacher • letter to parent • internal exclusion. • verbal warning • given alternative - teacher chooses • quiet discussion • 'time out' in class - separate chair • walk with controller • 'time out' out of class - bench in hall, wall in playground, if wet outside classroom entrance hall and removal of shoes if kicking • loss of privilege - games trolley, climbing equipment etc. • exclusion at lunchtime • exclusion - short term or permanent

Ideas for KS2 Golden Time, which should be varied, include 'free' art, jacks, chess, parachute, climbing frame, CDs/music, video, bikes, skates and 'sticker/card swap'. Children should not be rewarded with sweets or presents and above all, staff must be fair and consistent with all children at all times.

The No Blame Approach to Bullying

This approach aims to tap into the children's capacity for empathy; using the way they feel rather than relying on external rewards or sanctions. Parents who feel that such an approach is too 'soft' on the bully, may need help to see that making children *want* to change is much more likely to be effective in the long run than instant punishments which are quickly forgotten. This approach pays little attention to what 'actually happened' as it is more concerned with moving things on than going over the past. This method involves the following steps.

- **Interview with the victim/s**

When the teacher finds out that bullying has happened s/he starts by talking to the victim about his/her feelings. S/he does not question him about the incidents but she does need to know who was involved. *Interview the 'victim/s' individually, getting them to describe how they feel. Use poems/pictures etc. How would they want the others to feel about them? Identify who the others are and get the victim's permission to proceed.*

- **Convene a meeting with the children involved** - usually without the victim/s
The teacher arranges to meet with the group of pupils who have been involved. This will include some bystanders or colluders who joined in but did not initiate any bullying. We find that a group of six to eight young people works well. *Convene a group of all those involved, other than the victim. Include bystanders and 'passive condoners' as well as those most directly involved. Try to get a 'healthy' group, including some who have sympathy for the victim.*
- **Explain the problem**
She tells them about the way the victim is feeling and might use a poem, piece of writing or a drawing to emphasise his distress. At no time does she discuss the details of the incidents or allocate blame to the group.
- **Share responsibility**
The teacher does not attribute blame but states that she knows that the group are responsible and can do something about it. *Explain that no-one is going to be punished or blamed. Explain how the victim is feeling and how the group is going to try and address these feelings together.*
- **Ask the group for their ideas**
Each member of the group is encouraged to, suggest a way in which the victim could be helped to feel happier. The teacher gives some positive responses but she does not go on to extract a promise of good behaviour. *Ask members of the group to make a commitment to doing something to improve the relationship with the victim. Use the group to reinforce the promises made.*
- **Leave it up to them**
The teacher ends the meeting by passing over the responsibility to the group to solve the problem. She arranges to meet with them again to see how things are going.
- **Meet them again**
About a week later the teacher discusses with each student, including the victim, how things have been going. This allows the teacher to monitor the bullying and keeps the young people involved in the process.
Follow up more formally later by reconvening the group. Give the victim a way of letting you know how things are going.

Adapted from 'The No Blame Approach' Maines & Robinson, Lame Duck Publishing

In the first instance bullying will be dealt with by the class teacher or the member of the lunchtime staff but the SENCo, Headteacher or Deputy will become involved if the situation demands it.

Behaviour Management Techniques

- Tactical ignoring of behaviour - To what extent, and for how long you do this is up to the teacher concerned, but at the same time positive behaviour should be reinforced.
- Non-verbal directions - The most famous example of this is 'the teacher's look', but on occasions a nod, frown, or quizzical expression can suffice. The hand can be extended to the pupil, and then a gentle downward motion indicates that the pupil needs to return to task.
- Simple directions - A simple direction expresses teacher intent clearly and simply, without the teacher getting into long discussions. It often takes the form: pupil's name, identification of the desired behaviour (ie is positive, not negative), linkage to clear eye contact, clear, firm and brief.
- Rule or routine restatement or reminders - The teacher simply states the appropriate rule or reminds the pupil of the routine.
- Question feedback - The teacher moves alongside the offending pupil and asks, 'What is happening here?' using a non-threatening, but firm voice. If the pupil says 'Nothing', the teacher reminds about the task and moves on, avoiding any attempts by the pupil to engage in conversation.
- Choices - The pupil is given a simple positive direction 'when..... then'.
- Positive encouragement - The teacher reminds the pupil of earlier approved behaviour and points out that it was very pleasing.
- Exit procedure - If bad behaviour persists, detrimental to the working atmosphere, then the time has come to separate the pupil from the rest of the class. A straightforward way of doing this is for each teacher to have at their disposal a number of 'exit cards'. The offender's name

is written on a card and then given to another pupil to take to a nearby teacher, or the Headteacher. This teacher then comes into the classroom, asks the offending pupil to take out a book and accompanies her/him to her/his room. The pupil is assigned a place in that class and told to sit quietly with the book. There is no discussion of the behaviour at this stage, although the original teacher may seek to discuss the behaviour with the pupil before allowing him/her to return. This might well take the form of the pupil being asked four questions:

- What did you do?
- Why did you do it?
- What rule were you infringing?
- What are you going to do to put things right?

If faced with an absolute refusal to leave the class, the teacher and class may exit leaving the offender behind. It is more important that the rest of the class can have the chance to be on-task, than that the offender should be given more opportunity for attention.

Adapted from *Primary File 17* p62

Guidance Document - Lunchtime Behaviour

The purpose of this guidance document is to ensure that the lunchtime staff operate a system of procedures that supports, and is supported by, the school's general approach to behaviour management.

Praise should be given more liberally than sanctions. However children who choose not to behave in an acceptable manner will be checked. At the time of writing the children will have their name recorded in a book which will be shown to class teachers. Three 'recordings' in one week will result in child concerned staying in for ½ hour on Friday lunchtime. Three such incidents in a term will result in the following:

- letter to parents notifying them of the child's bad behaviour at lunchtime
- appointment for parents to come into school
- warning letter sent home if no improvement
- child excluded at lunchtime.

The above arrangements may be changed slightly from time to time according to circumstances but if they are needed are likely in essence to remain very similar.

Particular notice should be taken of children who appear to be bullying other children or being bullied by them as bullying, whether physical or verbal, will not be tolerated at this school. Instances of suspected bullying should be dealt with in the way detailed above. Very aggressive or rude behaviour should be reported in person to the child's class teacher on that day at 1.15pm as well as being recorded in the book in the normal manner.

It is recognised that good communication between the teaching staff and the lunchtime staff is vitally important in any attempt to promote good lunchtime behaviour amongst pupils.

VP March 2007