

WEST HILL PRIMARY SCHOOL POLICY FOR POSITIVE BEHAVIOUR AND DISCIPLINE

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'Learning Today for the World of Tomorrow'

This policy has 'Safeguarding Children and Child Protection', the sentiments of 'Every Child Matters', the school's 'Healthy school', 'Investors in People Gold', 'Eco-School', 'Forest School' and 'Artsmark Gold' ethos', 'Excellence and Enjoyment' and the School's Mission Statement and Aims at its heart.

West Hill Primary School is a Co-operative Trust school having formed The SMILE Learning Trust in November 2013.

(Support, Motivate, Inspire, Learn Excel)

Our school ethos is based on a set of 12 core values and on our SMILE Learning Trust Co-operative Values of: self-help, self-responsibility, democracy, equality, equity, solidarity. As Co-operative members, we believe in the ethical values of honesty, openness, social responsibility and caring for others.

Date of Review	Body responsible for review	Date of next review
24.11.16	Teaching and Learning Committee and FGB	Autumn 2017
	Teaching and Learning Committee and FGB	

STATEMENT OF SAFEGUARDING CHILDREN

At West Hill Primary School, our school community has a duty to safeguard and promote the welfare of children who are our pupils. This means that we have a Safeguarding Children and Child Protection Policy and Procedures in place which we refer to in our prospectus. All staff including our volunteers and supply staff must ensure that they are aware of our procedures. Parents and carers are welcome to read these on request.

Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. We will always ensure that our concerns about our pupils are discussed with their parents/carers first unless we have reason to believe that this is not in the child's best interests.

Rationale for the Policy for Positive Behaviour and Discipline

To assist the school in meeting its Mission Statement and stated aims, it is essential that this policy is firmly rooted in those principles and is consistent.

Good behaviour and discipline are key foundations for good education. Without an orderly atmosphere effective teaching and learning cannot take place.

We expect and insist on the highest standards of behaviour throughout our school. Self-discipline and a love and care for other people are expected from all. This is important if we are to make our school a true, caring community.

Purposes

1. To promote the spiritual, cultural, social, mental and physical development of our children
2. To promote and value:

Responsibility
Honesty
Co-operation
Happiness

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Caring
Understanding
Respect
Friendship
Tolerance
Peace
Trust
Appreciation

3. To encourage children to take on duties and responsibilities
4. To encourage children to take responsibility for their own actions and behaviour
5. To state clearly what is right and what is wrong
6. To explain what is acceptable and unacceptable behaviour
7. To promote the development of the 'whole' child with the support of parents and the wider community

CODE OF CONDUCT

The Code of Conduct clearly states what behaviour is acceptable and what is not acceptable, i.e. the school 'rules'.

All children are expected to make a full contribution to the school and support the positive endeavours of all its members. A summary of the code of conduct is given in the children's 'Home and School Books'.

Rules are essential for the benefit of all in any community and we try to keep these as simple as possible, but we do expect them to be kept. They are:

1. Children should behave in a responsible manner and are expected to do what they are told, when they are told, whilst under our care.
Consideration, courtesy and respect should be shown at all times.
Everyone should always try to understand other people's point of view
2. Children are expected to make it as easy as possible for everyone to learn and for the teacher to teach, whether this takes place inside or outside the classroom.
3. Children should always show friendship, kindness and care to others.
4. Children should be sensible and quiet when in school.
5. Children should always speak politely to each other and all adults.
6. Children should be silent whenever they are required to be.
7. The school should be kept clean and tidy so that it can be a welcoming place of which we can be proud.
8. Children should take pride in their appearance and possessions and have respect for other people.
9. Children should remember that the school's reputation depends on the way they behave. This means behaving sensibly and respectfully when on a school trip or coming to and going home from school.
10. Children should make every effort to attend every day and be punctual.

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Rewards, Punishments and Sanctions

Rewards

Good behaviour as indicated in the 'Code of Conduct' is expected from all and is encouraged in a number of ways throughout the school.

Pupils' sense of responsibility to the school community, pride in his or her contribution to the school and especially their own self esteem can be enhanced by:

- The general ethos of the school and the warm, friendly environment
- Promoting positive relationships to achieve understanding and mutual respect
- Regular positive recognition of children's everyday acts of consideration
- Encouraging children to take on duties and responsibilities
- Encouraging children to be as fully involved in school activities as possible
- Encouraging children to accept responsibility for their actions
- Involving children in decisions that affect their lives
- Highlighting achievements publicly - in assemblies, drawing attention to parents and other children
- Rewarding attitude, conduct and effort appropriately
- Written comments
- Letters home
- Quiet praise from a teacher to a child who has demonstrated improvement from previously unacceptable behaviour
- Certificates designed by the children themselves
- Sending to the Headteacher for award stickers or certificates
- Attendance certificates
- Trophies, presented at a special assembly
- Pastoral Support Plans are used positively to support and improve individual behaviours. Implementing a Pastoral Support Plan highlighting the proposed strategies to support and improve the pupil's behaviour, agreed by staff, the pupil (if possible) and the parents. (See also sanctions below)

Punishment

When unacceptable behaviour, as indicated in the 'Code of Conduct', is displayed then it is necessary to provide sanctions for that behaviour.

Sanctions

Sanctions take a variety of forms. If possible the aim is that the child should make some form of reparation for the misbehaviour. It is essential that the child apologises. Each class teacher keeps a record of inappropriate behaviour. A Playtime Incident book ('The Red Book') kept in Class 6 is used to record incidents, if appropriate, that occur at playtime or in class, and establish ways forward for the individuals concerned. Children whose names are placed in the Red Book may miss their next playtime for inappropriate behaviour which contravenes the school rules and Code of Conduct. They spend playtime in Class 6. Mealtime Assistants record particular incidents in their Mealtime Assistant book. These are then followed up, as required, by the Headteacher.

The Headteacher keeps a record of any child who performs a serious misdemeanour or who has a letter home. Letters are to be kept on file as a record. If necessary, parents will be invited into school for an interview with the Headteacher.

Parents will also be invited to come into school to discuss their child's behaviour whenever a teacher feels it is appropriate. Informal discussion between teachers and parents may take place at home time where appropriate.

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Sanctions could include:

1. A verbal reprimand
2. Moving a pupil's position in class, isolating from the peer group
3. Detaining a pupil at playtime (written work may be given)
4. The class teacher consulting with the parents of the child informally. The Deputy Headteacher or a Senior Teacher are notified and relevant information is recorded.
5. The Class Teacher and the Deputy Headteacher or a Senior Teacher are involved to implement strategies to improve and monitor the child's behaviour and keep the parents informed. Strategies may include:
 - The removal of privileges such as participation in school trips or sports events
 - Placing a pupil on 'daily report' where teachers will comment during the day on behaviour
 - Drawing up a 'contract' between the pupil, parent and school agreeing to the 'Code of Conduct'.
 - Implementing a Pastoral Support Plan highlighting the proposed strategies to support and improve the pupil's behaviour, agreed by staff, the pupil (if possible) and the parents.
6. If the behaviour does not improve, the 'contract' is broken or a serious misdemeanour occurs, the pupils will be referred to the Headteacher and exclusion will be seriously considered as a last resort.

Detention

A pupil will be automatically detained at playtime for:

- Constant disobedience
- Hurting others/physical violence
- Disruptive behaviour
- Bad language, including references to race, gender, size or disability
- Answering adults back in an inappropriate manner

Detentions will be held in the reception area or in a classroom. Children should take with them everything they need to complete the punishment. Children may be sent outside the room during lesson time for persistent disruptive behaviour which may prevent others from working or concentrating, but they will work in view of a member of staff. During detentions, they will not work in class unattended by a teacher.

Disability Equality

At West Hill Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities.

Pupils have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them. Pupils with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, which is anything that is additional to or different from what is normally available in schools in the area.

At West Hill Primary School, we undertake the duties, including in relation to this policy:

- Not to treat disabled pupils less favourably for a reason which relates to their disability
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To do our best by all disabled members of our school community in relation to the requirements of this particular policy

Gender Equality

West Hill Primary School fully recognises its duty to comply with equality and diversity legislation, and its Gender Equality Scheme sets out the school's aims in relation to equality and what it will do to ensure that equality is fully embedded in practice. The school fully acknowledges its responsibilities in terms of equality issues in relation to gender, age, race, disability, religion or belief, sexual orientation and gender reassignment, including in relation to this policy. West Hill Primary School is firmly committed to equality and diversity, and when carrying out our functions, we shall have due regard to the need: to eliminate unlawful discrimination and harassment; to promote equality of opportunity between men and women.

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Racist Incidents/Bullying

'A racist incident is any incident perceived to be racist by the victim or any other person'. All such incidents will be recorded upon the appropriate form and dealt with according to this Policy.

Lunchtime

Class teachers are kept informed via Mealtime Assistants of misbehaviour during lunchtime. Sanctions will be administered following the aforementioned procedure. However, if a child's behaviour continues to be inappropriate, parents may be asked to take their child home at lunchtime.

Class Rules

At the beginning of each school year the children will discuss and draw up their own list of class rules which will be agreed and displayed.

Mission Statement, Aims and Home/School Agreement

The Headteacher uses the School Mission Statement, Aims and Home/School Agreement, as a basis for whole school Assemblies during the first weeks of the school year, and appropriately at different times during the school year, as positive reinforcement of the school's expectation of its pupils to be caring, considerate and listening members of our school family. Copies of the Mission Statement, Aims and Home/School Agreement are displayed in each Classroom.

Conclusion

Everyone shall at all times think of the safety and well-being of others besides himself/herself. These rules are mentioned frequently during the early part of the child's school days and should become second nature.

Parents are earnestly requested to co-operate with the school in seeing that the code of conduct is complied with and the highest possible standards are maintained.

Please see also West Hill Primary School's Policies for:

- Safeguarding Children and Child Protection
- Dealing with Bullying.
- Positive Handling
- Pastoral Care
- Ethnic Diversity and Race Relations
- Health and Safety