

# Westover Green Community School



## Policy for Behaviour and Discipline (Incorporating Anti-Bullying Policy)

Reviewed Spring 2017

### *The Golden Rules:*

*Always think about others  
Speak politely and truthfully  
Be kind and gentle  
Go carefully and thoughtfully*

### Rationale

At Westover Green we believe that every child has a right to a safe, secure and happy environment. It is in this spirit that the Behaviour and Discipline Policy is presented.

- ❖ A successful school will have a clearly defined policy.
- ❖ Children will know what is expected of them.
- ❖ These expectations will be familiar to all members of the school community.
- ❖ A sound behaviour and discipline policy ensures that children are free to learn, teachers are able to teach and it produces a calm atmosphere, which underpins the school ethos of caring, sharing and striving for excellence.
- ❖ We believe children learn good behaviour from their environment. Staff consciously model this and praise and encourage it in others.
- ❖ Whole school responsibility throughout is essential for its success.
- ❖ Good behaviour needs to be taught and the following systems are in place to facilitate this:
  - Circle time in operation.
  - Regular meetings with 2 representatives from each class (from Y1 upwards) – School Council
  - Regular assemblies based on Golden Rules and Social and Emotional Aspects of Learning.
  - Golden Rules displayed prominently around school and referred to.
  - Lunchtime staff receive support for behaviour management.
  - A variety of groups set up for lunchtime behaviour support where necessary.
  - Courtesy, manners and routines established in the first half of the autumn term are continually reinforced throughout the year.
  - School presents as an attractive, calm and stimulating learning environment.
  - A culture of listening to one another.
  - Peer mentoring and role models providing positive attitudes and guidance.
  - Golden time operates every Friday afternoon, helping to model socialisation skills and interaction.
  - Y5 and Y6 pupils assist in various lunchtime duties.

## Reward System

### KS1 & KS2

- ❖ Non-verbal signs (including appropriate touching) and verbal praise, in conjunction with defining the appropriate work/behaviour in our Golden Rules.
- ❖ Visits to the Headteacher and/or Deputy Head to share good work and to receive special certificates and stickers.
- ❖ Golden Time – all children who have made good behavioural choices enjoy 30 minutes Golden Time on Friday afternoons. (Golden Time system displayed in all classrooms).
- ❖ Each class has their own Class Golden Book. Class teachers record the names of children who have been outstanding in class for work, effort or behaviour. Parents/carers are invited by standard letter to attend a Golden Book Presentation Assembly (Monday afternoons at 2.45pm).
- ❖ Team Point System – all children can earn through work and behaviour points for their designated team and the accompanying rewards. (See Appendix 1)
- ❖ Certificates are awarded to pupils for representing the school in external events such as sports, arts and drama and school council duties.
- ❖ Pupils' achievements are recorded on the school's management information system.

## Sanction System

- ❖ Non-verbal signs, warnings and reminders of the Golden Rules.
- ❖ If a child, after having been warned, persists in inappropriate behaviour, which disrupts teaching and learning, they will lose Golden Time in 5-minute chunks. If by Golden Time on Friday, lost time has not been regained then any time that is lost is spent out of the classroom.
- ❖ On occasion, teachers may at their discretion take some of the pupils' break time or lunch time to reinforce whole school expectations such as assembly behaviour and conduct in and around school.
- ❖ Reflection Zone – serious misbehaviour will result in the child being sent to Reflection Zone at lunchtime for 30 minutes. This is a quiet, reflective environment supervised by a member of the SLT.
- ❖ The Headteacher/Deputy Headteacher will monitor the frequency of recorded incidents and if there are persistent concerns parents/carers will be informed.

## Playtimes and Lunchtimes

- ❖ If a child's behaviour becomes inappropriate during play or lunchtimes and minor incidents occur the individual will initially be asked to stand for 5 minutes in a designated place to watch others playing well. This will be repeated if an additional poor choice is made. If the pupil continues to demonstrate inappropriate behaviour, they will be sent inside for at least the remainder of their playtime.

## Additional Measures

- ❖ Every pupil is allocated a keyworker (a responsible adult outside of their own classroom) who can support and advise them if they have worries affecting them.
- ❖ A pupil's daily behaviour and effort may be tracked on a weekly target or reward sheet.
- ❖ Should inappropriate behaviour continue then the class teacher/SENCO will set up a Pastoral Support Plan (PSP) with monitored behaviour targets (these will usually also

reflect achievable academic targets). Pupils, parents/carers and, when appropriate, other agencies are involved in this process.

- ❖ Fast tracking to more serious sanctions.
- ❖ If a child persistently behaves inappropriately at lunchtimes, the child will be sent home at lunchtimes for a fixed period of time following arrangements with parents.
- ❖ If a member of a school organisation or any extra-curricular club behaves inappropriately in the activity they may be suspended from the activity.
- ❖ A pupil's behaviour in school can also influence decisions of participation in residential trips, field trips and extra-curricular activities.
- ❖ Where required, the use of physical intervention according to the school's 'Restrictive Physical Intervention Policy'.
- ❖ NB. In keeping with the school ethos of inclusivity, it may be necessary for certain individuals to have a more differentiated approach to all the above procedures.

### **Fixed Term Exclusions**

The Headteacher will decide whether or not to exclude a child from school according to the severity of the incident by applying the DFE exclusion criteria.

On return to school after a fixed term exclusion, the pupil and parents/carers will be invited to meet with the Headteacher or member of the school's leadership team as an expected condition of reinstatement, whereupon a reintegration contract will be agreed.

### **Internal Fixed Term Exclusions**

- ❖ If a pupil's behaviour in class is continually unsatisfactory and detrimental to the learning of others the pupil may be moved to another working environment.
- ❖ In order to avoid a fixed term exclusion, pupils whose behaviour is persistently unacceptable may be required on site for an extended learning time from 3.15 – 4.30 on Fridays.

### **Permanent Exclusions**

It is to be hoped that permanent exclusions at Westover Green will not be necessary. In extreme circumstances, despite all the above procedures, it may be unavoidable in order to safeguard the learning, safety and well being of the school community and DFE exclusion criteria will be applied. In addition, if a severe isolated incident occurs then permanent exclusion may be necessary and if it involves extreme violence, damage to property or theft then the police may be informed.

### **Beyond the School Gate**

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserves the right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school
- posing a threat to another pupil or member of the public
- could adversely affect the reputation of the school.

In the incidences above, the headteacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

### **Allegations of abuse against staff and other adults working in the school**

All children and adults have a fundamental right to be protected from harm. All allegations of abuse will be taken seriously.

The governors of Westover Green have a duty to safeguard and promote the welfare of children and create and maintain a safe learning environment. Our policy is to identify where there are child welfare concerns and take action to address them, in partnership with other organisations where appropriate, and in accordance with local inter-agency procedures.

Westover Green staff have a positive role to play in child protection, as their position often allows them to be able to observe outward signs of abuse and changes of behaviour in children. Because of their role, however, they are also open to accusations of abuse. Such allegations may be true, but they may also be false, misplaced or malicious.

In order to fulfil its commitment to the welfare of children, Westover Green has a procedure of dealing with allegations of abuse against members of staff and volunteers. The procedure aims to ensure that all allegations are dealt with fairly, consistently and quickly and in a way that provides protection for the child, whilst supporting the person who is the subject of the allegation.

### **Action in the event of a malicious allegation**

If an allegation is determined to be unfounded or malicious, the Lead Designated Officer will be informed.

In the event that an allegation is shown to have been deliberately invented or malicious, the headteacher will consider whether any disciplinary action is appropriate against the pupil who made it or the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil.

The disciplinary action taken against a pupil may include a fixed term or permanent exclusion.

Whatever action is taken this will be discussed with the parent / carer of the pupil concerned at an early stage.

# Anti-Bullying Statement

## Rationale

At Westover Green Community School we believe that children are entitled to an education free from fear, intimidation, sexist, racist, homophobic and cultural abuse, within a caring, supportive and protective environment. We define bullying as any behaviour that encroaches on that entitlement.

## Aim

To ensure that the whole school community understands that the definition of bullying is to be that which is outlined in the rationale.

## Guidelines

- Each incidence of bullying will be taken seriously and all sides listened to.
- Each individual will have the opportunity to talk in a safe, reassuring environment.
- All incidents will be investigated with reference to all parties and be recorded on the school's Management Information System.
- Incidents and issues may be discussed in Circle time.
- Where appropriate the behaviour incident will be recorded on the pupils profile using the school's Management Information System. Parents/carers will be notified of this by telephone conversations, arranged meeting or by letter.
- The Headteacher and SENCO will make a decision as to whether a Personal Support Programme (PSP) will be necessary or if outside agencies need to be informed. Persistent incidents will result in parental/carer consultation and may lead to fixed term, or in extreme circumstances, permanent exclusion.

## Bullying

### Information for pupils

If you are being bullied

- Try to stay calm and look as confident as you can.
- Be firm and clear – look them in the eye and tell them to stop.
- Get away from the situation as quickly as possible.
- Tell an adult what has happened straight away.

After you have been bullied

- Tell a teacher or another adult in the school.
- Tell your family.
- If you are scared to tell an adult by yourself, ask a friend to come with you.
- Keep speaking up until someone listens and does something to stop the bullying.
- Don't blame yourself for what has happened.

When you are talking to an adult about bullying, be clear about

- What has happened to you.
- How *often* it has happened.
- Who was involved.
- Who saw what was happening.
- Where it happened.
- What you have done about it already.

- How you want it resolved for example for it to stop and for an apology.

### Information for parents and families

We recognise that bullying can occur at one time or another in any school. The aim of this anti-bullying policy is to create an environment in this school community, which discourages and prevents bullying.

#### **Bullying behaviour includes persistent:**

- Name calling and nasty teasing.
- Threats and extortion.
- Physical violence.
- Damage to belongings.
- Leaving pupils out of social activities deliberately and frequently.
- Spreading malicious rumours.
- Cyberbullying (Using technology e.g. e-mails and texts)

Parents/carers and families have an important part to play in helping us deal with bullying.

1. Discourage your child from using bullying behaviour at home or elsewhere. Show how to resolve difficult situations without using violence or aggression.

2. Watch out for signs that your child is being bullied, or is bullying others. Parents and families are often the first to detect symptoms of bullying, though sometimes it is members of staff or other professionals who may be the first to suspect that a child has been bullied. Common symptoms include headaches, stomach aches, anxiety and irritability. It can be helpful to ask questions about progress and friends at school; how break times and lunchtimes are spent; and whether your child is facing problems or difficulties at school. Don't dismiss negative signs. Contact the school immediately if you are worried.

#### **If your child has been bullied:**

- Calmly talk to your child about it.
- Make a note of what your child says – particularly who was said to be involved; how often the bullying has occurred; where it happened and what has happened.
- Reassure your child that telling you about the bullying was the right thing to do.
- Explain that any further incidents should be reported to a teacher immediately.
- Make an appointment to see your child's class teacher.
- Explain to the teacher the problems that your child is experiencing.

#### **Talking to teachers about bullying**

- Try and stay calm – bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident.
- Be as specific as possible about what your child says has happened – give dates, places and names of other children involved.
- Make a note of what action all parties have agreed to take.
- Ask if there is anything you can do to help your child or the school.
- Stay in touch with the school - let them know if things improve as well as if problems continue.

#### **If you think your concerns are not being addressed:**

- Address your concerns according to the School Complaints Procedure (available at reception and on the school website).

**If your child is bullying other children:**

Children may be involved in bullying other pupils at some time or other. Often parents are not aware. The school will contact parents to discuss any incidents or concerns as they arise.

Children sometimes bully others because:

- They don't know it is wrong.
- They are copying older brothers or sisters or other people in the family they look up to.
- They haven't learnt other, better ways of mixing with their school friends.
- Their friends encourage them to bully.
- They are going through a difficult time and are acting out aggressive feelings.

**To stop your child bullying others:**

- Talk to your child, explaining that bullying is unacceptable and makes others unhappy.
- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want.
- Show your child how to join in with other children without bullying.
- Make an appointment to see your child's class teacher, explain to the teacher the problems your child is experiencing; discuss with the teacher how you and the school can stop them bullying others.
- Regularly check with your child how things are going at school.
- Give your child lots of praise and encouragement when they are co-operative or kind to other people.

Policy Reviewed by:	Richard Rosslyn
Signed:	Chair of Governors
Dated:	
Review Date:	February 2018

## WESTOVER GREEN TEAM POINT SYSTEM

### Rationale:

This team system is part of our whole school approach to develop our children's social aspects of learning.

By being a member of a team throughout their time at our school we will be encouraging in our children; a sense of belonging, a sense of fairplay, improved behaviour and improved effort in their work - ultimately raising achievement and attainment.

Each week, teams will compete with each other to win the honour of displaying their team colours which are placed on the Team Point Trophy during Celebration Assembly on Fridays. These colours are displayed for one week.

Over each half term the teams win accrued points for their placements and the overall winning team will receive an extended Golden Time afternoon at the end of each half term.

### Teams:

The teams have been named after 4 local rivers and have been allocated an associated colour. These are:

Blue	Brue
Yellow	Axe
Red	Tone
Green	Parrett

Each team will contain approximately the same number of children (siblings to be in same house) and staff members.

## Awarding Points

Children will work through the week to gain teampoints for good work and behaviour around school.

All staff are encouraged to allocate 1 teampoint at a time for good behaviour/politeness and work/effort.

1-5 points can be allocated at any one time, however anything above one point should really be reserved for exceptionally outstanding effort/work/behaviour.

The system is slowly brought in for younger children in Foundation Stage but they should feel part of the team point system as soon as possible.

## Maintenance

For this system to work effectively it must be managed and supported around school by all staff.

Each class will use a weekly tally sheet and return class point scores to the school office by Thursday lunchtimes. The points will be counted and positions calculated ready for Celebration assembly on Fridays.