

NEWTON WESTPARK PRIMARY SCHOOL



**Discipline and Behaviour Policy
This includes the Anti-Bullying Policy.**

Policy Date: October 2018

Review Date: October 2019

NEWTON WESTPARK PRIMARY SCHOOL

DISCIPLINE AND BEHAVIOUR POLICY **THIS INCLUDES THE ANTI-BULLYING POLICY**

Our aims are:

- To support the published aims of the school.
- To help the staff fulfil their commitment to raising standards of achievement of both behaviour and academic attainment.
- To encourage the development of a harmonious learning environment.
- To ensure that the standards of acceptable behaviour are known and understood by all staff, pupils, parents and governors.
- To enable a collegiate approach to discipline to develop within school.
- To develop a positive behaviour reinforcement programme.
- To involve the pupils in the development of their school and take responsibility for their own learning (Growth Mindset).

At Newton Westpark we believe it is important to ensure that the children are encouraged to behave in an acceptable manner at all times. This ensures that the amount of teaching time available is used to teach and not control behaviour. This should lead to higher achievements for the pupils and less stress for the staff. The policy will be based on the principles of positive behaviour reinforcement.

At school children begin to formulate habits which they will use in adult life. To this end the discipline policy will include the areas of punctuality and uniform. The children will be encouraged to adhere to the rules by being involved in the setting of classroom rules.

Policy

Our policy is to reward the majority for good behaviour. This will illustrate the positive benefits of good behaviour for those pupils who sometimes make the wrong choices.

This will be achieved by:

- All school staff will apply the discipline policy in a fair and consistent manner.
- Ensuring that children are encouraged to discuss consequences and reflect when they have broken rules.
- Encouraging good behaviour by using praise as a positive action.
- Making the school rules very prominent and explicitly known throughout school by publishing them in every classroom, daily reminders in classes, assemblies and specific discussions through curriculum areas.
- Curriculum provision includes PSHE & C, Peer Massage and SCARF.
- The Rewards and Sanctions will also be published in each classroom and main areas around school.

- Raising self-esteem through class room and school routines e.g. Circle Times, Responsibilities and School Council.
- Rewarding children's efforts who work towards ensuring the best atmosphere in school using a points system.
- Children who break rules will be reminded of the rules before a sanction is given to ensure that they have a chance to make the right choice.
- Persistent unacceptable behaviour will be logged by Class teacher and Headteacher, to discuss with child and parent.
- Any unacceptable behaviour deemed to be racist will be recorded in the school's system.

SCHOOL CODE

The school rules are:

- Listen to everyone
- Be polite to everyone
- Work hard and show resilience
- Keep everyone safe
- Be tidy

REWARD SYSTEM

Points can be earned, up to 5 per day, plus 2 bonus points. This will be demonstrated in each classroom by a behaviour ladder.

Points are available for:

- Correct uniform
- Homework
- Morning session
- Lunchtime
- Afternoon sessions.

There will be bonus points each day for assemblies; playtimes; any other exceptional behaviour. These bonus points can be given by any member of staff.

The rules for behaviour will be clearly displayed in each classroom and around the school.

The rules will be taught to the children.

The classroom rules will be discussed between staff and pupils.

The rules will be known and understood by all members of staff and will be implemented by all staff, consistently.

If a child is not awarded a point it will be because of direct observation by an adult.

There will be a sliding scale of points and time for reward time on a Friday afternoon.

SPECIAL MENTION LIST

Positive behaviours need celebrating, these will be recorded.

At the end of each week, all members of staff are given the opportunity to nominate any pupil deserving a special mention in the Reward Assembly. A certificate will be presented to each child in the assembly.

Each week there will also be a Certificate for a Learner of the week, Carer, Sharer and Worker.

100% attendance will be rewarded with certificates. Collect three certificates and a personal trophy will be awarded at the end of the year.

SANCTIONS.

For most children, the thought of not receiving the award will be enough to ensure good behaviour. Pupils will not be awarded a point for any rules that are not kept. The following sanctions will be implemented for those pupils who consistently choose not to follow the rules.

- **Uniform and punctuality**
Parents/carers will be informed each half term if there is a consistent pattern of non-qualification in these areas.
- **Playtimes**
Pupils who are aggressive on the playground or who are found in the building will not qualify for their point. Aggressive pupils will stay with an adult on the playground in order to calm down. A repeat of the wrong behaviour will result in the pupil being reported to their class teacher who will decide whether the pupil will need to miss the next playtime.
Children involved in aggressive incidents will be reported to a senior member of staff.
- **Lunchtimes**
The same rules and sanctions apply as for playtimes. All incidents must be witnessed by the welfare staff and must be written in the book provided. On the rare occasions when a child does not respond to the discipline procedures, parents will be informed that their child's behaviour is not acceptable. If the behaviour is not improved then the child will be reported to the Headteacher or duty teacher in her absence.
- **Assembly time**
Pupils who disturb the assembly in any way and do not enter and leave the hall quietly will be disciplined by the member of staff. Y6 pupils will support others during assembly.
Pupils will be moved if they disrupt the assembly.
Pupils will be sent out to sit with a member of staff if they continue with disruptive behaviour.
- **Classroom Behaviour**
Pupils who choose not to follow their class rules during a morning or afternoon will not be awarded a point for that session.
Consistent misbehaviour during a lesson will result in the pupil being asked to work in another class with another teacher for the remainder of the lesson. A class record will be made of repeated bad behaviour.
Consistent poor classroom behaviour will lead to targets being set for improvement. These will be monitored on a weekly or daily basis by staff and parents, using a record sheet. If this does not have an improving effect on the child's behaviour, the child will be

excluded to the Headteacher's office. At this point, they will spend all lesson times, playtimes and dinnertimes away from the other children.

Serious breaches in behaviour will lead to discussions between parents, Headteacher and SEND co-ordinator. If behaviour does not improve then the Behaviour Support Team and Educational Psychologist will become involved.

When all these procedures fail to bring about improvement, the Psychologist, Headteacher, Link Support Teacher and any other involved agency will discuss the feasibility of a Pastoral Support Plan. If the criteria are satisfied (Wigan LA), a plan will be made. This is in an effort to avoid exclusions in line with DfE documentation.

- Outside of school

The same rules and sanctions apply when any child is:

- Taking part in any school organised or school related activity.
- Travelling to and from school.

If the behaviour of a child affects the reputation of the school; or has repercussions in school; or poses a threat to anyone, school will work with the child and/or parents to resolve the problem/situation. If this is not possible the Headteacher will consider whether to involve outside agencies.

HIGH LEVEL BEHAVIOUR PROBLEMS.

Most mis-behaviour in school is of the low-level type, which the reward and sanction policy is designed to address. Occasionally more serious behaviours occur which need managing in a different way. The following are areas that we have decided are high level and therefore require different strategies.

1. Physical aggression to anyone that results in serious injury

Fighting of any sort is not to be tolerated. This will include striking/hitting/kicking etc. Children who cause a danger to themselves and others will be removed from the class. If there is refusal, parents/guardians will be sent for to remove them from the class. Dependent on the circumstances, they may be asked to remove their child from school for the remainder of the day. The Headteacher will investigate the incident and decide on the next step. Repeated serious aggression will lead to a period of fixed exclusion with a view to permanent exclusion. In line with DFE documentation this will occur after all behaviour strategies and a Pastoral Support Plan have failed to bring about an improvement in behaviour.

2. Leaving the school grounds during school time.

Parents or carers will be informed immediately. The police will also be notified and a report made of a missing child. Parents or carers will be asked to return the child to school for the remainder of the day. On return to school the headteacher will discuss the incident with the child and parent. A decision will then be made about appropriate action.

BULLYING

The role of the Headteacher, as manager of the school, is to ensure *as far as is reasonably practicable*, structures and procedures embedded in school behaviour policies prevent bullying.

Bullying will not be tolerated.

Bullying is an insidious social problem found in all occupations and walks of life. In the school environment, it can be found amongst the pupils and the staff. There are also occasions when staff in school can feel they are being bullied by parents of pupils.

Bullying can be:

- Physical: pushing, kicking, and pinching, any form of violence, threats.
- Verbal: name calling, sarcasm, spreading rumours, persistent teasing
- Emotional: tormenting, threatening, ridicule, humiliation, and exclusion from groups or activities.
- Racist: a racial taunt, graffiti, gestures.
- Racist incidents are recorded within the school system via the Headteacher and recorded on Sentinel
- Sexual: unwanted physical contact, abusive comments.
- Sexual Orientation: Homophobic or Biphobic (any incident perceived by the alleged victim or any other person to be targeted around lesbian, gay or bisexual. People do not have to be lesbian, gay or bisexual to suffer homophobic bullying)
- Gender Equality: sexist (incidents perceived to be demeaning to a gender in general)
- Gender Identity: Transphobic (incidents are those perceived to be insulting to someone's gender identity or to transgendered people)
- Online, through social network sites.

When an allegation of bullying is made school will:

- Take all incidents seriously
- Investigate all incidents
- Support the bullied individual by discussions and helping them to develop strategies to deal with bullies.
- Support the victim by choosing a trusted adult in whom the victim can confide.
- Support the bully by helping them recognise their unsociable behaviour and offering support to modify that behaviour.
- Involve the bully and the victim but ensure that they are interviewed separately
- Inform parents of incidents.
- Inform staff so that the pupil is supported and knows who to contact.
- Ensure that action is taken

Action may include:

- Imposition of sanctions
- Obtaining an apology
- Informing parents of the bully and victim
- Providing appropriate training
- Providing mentor support for both victim and bully
- Recording of incident by both victim and bully.

Children who are being bullied at school will not always readily tell those in authority. Staff need to watch for the following indicators.

1. unwillingness to enter school
2. withdrawn, isolated behaviour
3. complaints about missing possessions
4. refusal to talk about a problem
5. child easily distressed
6. damaged or incomplete work

7. a sudden decline in the quality of work

Staff will be able to use their knowledge of the pupils to identify changes in their behaviour that might indicate bullying. Staff will then share this concern and tracking procedures will be put into operation.

The following curriculum provision is made to enable pupils to discuss issues:

- Referral to see the Pastoral Manager
- Circle time
- Personal, social, health education and citizenship
- Religious education
- Circle of Friends
- Play Leader scheme
- Self-organised learning strategies
- School Council
- Peer mentoring (being developed)
- British values

Available in school are:

- Kidscape materials
- Anger management materials
- Whistle Blowing policy, available in Employment Handbook for Schools, for staff who require guidance.

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Reviewed: September 2018

Next review: September 2019

Written using guidelines from:

- Wigan LA
- DFE
- N.A.H.T
- Kidscape
- Childline
- Bullying On-line

December 2017 Guidance issued by DfE on:

Sexual violence and sexual harassment between children in schools and colleges

[Sexual Harassment and Sexual Violence Advice.pdf](#) (click on the link to open)