

Through all of its policies, Wellstead Primary School aims to provide:

A caring, family ethos in which all children can flourish.

Excellent standards of teaching which enable all children to achieve their full potential.

A curriculum which builds enthusiasm for learning and equips children for the next stage of their education.



Wellstead Primary School

Pupil Behaviour and Discipline Policy

Aims

The aim of the Pupil Behaviour and Discipline Policy is to determine the boundaries of acceptable and unacceptable behaviour and the rewards and sanctions which may be applied.

Objectives

The policy will:

- Promote self-discipline and respect for authority among pupils
- Encourage good behaviour and respect for others and help to prevent all forms of bullying among pupils
- Ensure pupils' standard of behaviour is high
- Ensure appropriate staff responses to pupil's unacceptable behaviour.

Statutory Duty of the School

All members of the community are responsible for promoting good behaviour and discipline in the school. The Headteacher will publicise this policy by making it known within the school and to parents and bringing it to the attention of pupils, parents and staff at least once a year. This will also be made available on the website.

Implementation

The school will implement the policy with regard to the following principles:

- **Setting good habits early:** to help pupils to establish good behaviour from the start, involving parents in the process where it is considered to be necessary
- **Early intervention:** prompt intervention is needed where there is unacceptable behaviour so that it is clear that this will not be tolerated
- **Rewarding achievements:** positive recognition of individual pupils, classes or year group's achievements and behaviour through mentions in assembly, certificates.
- **Supporting behaviour management:** behaviour management techniques such as whole school assemblies, assertive discipline and circle time may be used to help to improve and maintain high standards of behaviour and discipline
- **Identifying underlying causes:** poor behaviour may be linked to a pupil's understanding in lessons, personal circumstances, possible life changes e.g. bereavement and therefore require additional support to address the issue effectively.
- **Appropriate staff responses:** following any negative comments to pupils, positive comments to support self-esteem will be used wherever possible to ensure that pupils know it is their behaviour that is unacceptable and not the whole person. CPD will be provided where this is needed.
- **Involving Pupils:** Pupil surveys will be carried out annually and any issues related to the behaviour policy that arise from this will be discussed in school council.
- **Elimination of bullying:** Our associated anti-bullying policy deals with this issue in detail; however, any issues of poor behaviour which involve the intimidation of another child will not be tolerated and should be brought to the attention of a senior member of staff.

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Specific Expectations

The following charter of expectations (the Wellstead Way) will be the reference point for all discussion of appropriate behaviour.

Personal values	Learning values
Being kind	Creativity
Being helpful	Motivation
Being thoughtful	Perseverance
Being polite	Collaboration
Being sensible	Thinking
	Curiosity

Promoting Positive Behaviour

Wherever possible, we attempt to highlight the good behaviour of our pupils and build positive attitudes through praise rather than focussing attention on any negative behaviour. Strategies for doing this will include:

- Positive praise – verbal or written in books. ‘Proximal praise’ is a particularly useful tool for correcting minor negative behaviours such as inattention.
- Regularly highlighting behaviour which demonstrates aspects of our charter of expectations.
- Publicising children following the Wellstead Way through the school’s social media platforms (with permission)
- Use of our merit system to reward children displaying the Learning Values (10 merit stamps = bronze certificate, 20 merit stamps = special book mark, 30 merit stamps = special badge)
- Use of House Points to reward children that display the personal values within the Wellstead Way.
- Sending children to a senior colleague to be praised for positive behaviour.
- Exploring ways to behave positively through circle times, PHSE lessons and assemblies.
- Giving out stickers
- Class systems for working toward ‘Golden Time’
- ‘Learner of the Week’ stickers in celebration assembly.
- ‘Learner of the week’ citation from the class teacher is printed and sent home to the child’s parents.
- Providing opportunities for children to take responsibility (e.g. recycling monitors, register monitors, etc)
- Using older children as positive role models through citizenship award activities.

Sanctions

It is the responsibility of staff to deal with matters of discipline which are brought to them, with the involvement of a senior colleague or the Head Teacher if it is deemed to be appropriate. There is no rigid sequence of sanctions as such systems tend to become self-fulfilling; it is better to use professional judgement in dealing with specific situations.

Sanctions should, as far as is possible, be appropriately matched to the severity of the incident, and may include:

- Loss of privileges (e.g. not being allowed to go onto the play trail or the field)
- Being asked to stay in at playtime to discuss behaviour, to reflect on behaviour or to carry out a restitutive task.
- Imposing restitutive tasks (e.g. cleaning mess created as a result of bad behaviour, repairing damage, writing letters of apology etc.).
- Referral to a senior member of staff or the Head Teacher

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- Discussion with parents by either the class teacher or the Head teacher (or representative) if required.
- Temporary or permanent exclusion (following the guidelines issued by the Local Education Authority)

Physical Restraint

Physical restraint should only ever be employed in very specific circumstances as set out in our Physical Intervention Policy.

Additional Support

- Where children have identified behavioural problems, additional approaches will be utilised, these may include:

Individual Behaviour Management Plans

- Behaviour reward charts
- Work with Emotional Literacy Support Assistant
- Calling on external support (e.g. Behaviour Support Team, Educational Psychologist)
- Behaviour logs and/or ABCC charts will be used to document incidents in order to build up a picture of a child's behaviour where a child is displaying persistent behavioural problems. These will be used to help inform any work undertaken by external agencies.

Involvement of Parents

Our school encourages parents to support good behaviour through parents' meetings etc. Parents and pupils will be aware that the school has an equal opportunities policy. We will monitor the impact of our policies and procedures on different groups.

The decision as to whether parents shall be informed of incidents of inappropriate behaviour will rest with the most senior member of staff who is dealing with the incident. As a guide, parents should be informed of, and invited to school to discuss, all serious breaches of discipline.

Monitoring, Evaluation and Review

The Governors will review this policy bi-annually.

It will be promoted and implemented throughout the school community on an annual basis.

Revision No.	Date Issued	Prepared By	Approved	Comments
1	Summer '15	BR	FGB	New policy
2	Summer '17	MR	FGB	Addition of Learning values
3				
4				

Governor suggested amendments

Reviewing governor	Page number	Amendment suggested	Comments from other Governors