

West Dartmoor Federation

Behaviour, Discipline and Anti-bullying Policy

Overall School Aim:

Establishing and maintaining high standards of behaviour through the unique ethos of a Church school, needs the commitment of the whole school community. Our overall aim is to:

Provide a safe, secure, positive and Christian learning environment where all members of the school feel valued and respected as individuals and learners.

The time taken to establish the acceptable levels of behaviour will be repaid in an improved learning environment.

Aims of the policy:

- To define and promote good, accepted standards of behaviour so that they are understood by pupils as well as parents and staff.
- That all members of the school community and visitors should be treated fairly, with respect and good manners.
- That children have the right to learn and teachers have the right to teach, without unnecessary interruption or disruption.
- To clarify the hierarchy of rewards and sanctions so they will be fairly and consistently applied and positively encourage acceptable behaviour.
- That the school, school equipment and personal property is treated with care and respect.

Managing behaviour:

Strategies for good standards of behaviour

The most powerful strategy for encouraging a good standard of behaviour in the individual is to create an environment in which all individuals feel valued, successful and

therefore enjoy high self-esteem. Positive strategies such as rewards which engender high self-esteem and good motivation will be utilised.

General principles underlying our reward system are as follows

- To encourage a high level of pride in ones own achievements, eg work, social behaviour, sport etc.
- To establish fair criteria for praise and reward.
- To acknowledge the individual's strengths and weaknesses with reward and praise.
- To encourage a sense of responsibility for one's own behaviour/work.
- To foster an ability to judge one's own standard of behaviour/work.
- To increase understanding and acceptance of the consequences of our behaviour.

Headteacher Merits:

Teachers can send children who have tried particularly hard with any aspect of their work to the Head to receive a merit award to acknowledge their achievement. This can also be for good behaviour.

Achievement Assemblies:

Children can also be acknowledged in the Achievement Assembly. Teachers' award certificates for a variety of work and behaviour related issues. Out of school success is also acknowledged and the school community is invited to attend. A member of the clergy will take the collective worship at the assembly whenever possible.

Class Rules:

These are discussed and agreed in classes at the beginning of each year. They may vary slightly between classes and key stages but are fundamentally the same. They are posted on classroom walls.

All staff must be seen to be supporting the rules at all times. Children should be encouraged to knock on classroom doors and excuse the interruption before passing on their message. Children should walk around the school in good order, in single file and keeping to the left of the corridors.

Common Rewards

Rewards awarded by staff will vary slightly from class to class. This may include merit marks and certificates. Younger children enjoy tangible evidence of their success as afforded by smiley faces drawn or stamped on their work. This is left to the discretion of the individual teacher, however at the commencement of each academic year and when new members are admitted to a class it is important that the reward system pertaining to that class and the criteria for such rewards be clearly understood by all class members.

There follows some examples of common rewards used by all staff.:-

- Oral praise accompanied by body language – facial expressions.
- Sharing the examples of successful behaviour/work with another adult, child, group of children, Headteacher, or whole/part of school in a sharing and caring assembly.
- Positive comments on work which can be shared with parents..
- Invitation to parents to view work.
- Reminding children to tell parents of a good “action” – kindness, example of courteous act or reward worthy work. Class award.

Strategies for managing and modifying unacceptable behaviour:

Behaviour problems cannot be solved by sanctions and most can be avoided. However there will be pupils and situations where sanctions will be needed. Clarity, consistency, coherence are imperative.

When a pupil fails to respond to positive encouragement and praise and is unable to follow the school rules, there is a consistent hierarchy of consequences used throughout the school:

Verbal/visual warning

Name on board

Mark next to name – 2/5 minutes loss of play depending on key stage

2 marks double time.

Send to partner class to work away from peers.

Headteacher involved

Parents informed

Each class will keep a behaviour book, a child having their name entered if they miss part of break. If a name occurs 3 times parents will be informed. Some children may have an individual book which needs to be written in by staff for both positive and other comments. Children may also comment in these as appropriate.

Adult code of conduct:

Adults should try to avoid confrontational situations with children over behaviour and discipline. The behavioural expectations should be explained to the child and responsibility for their own behaviour passed back to them. They choose between following the school rules or incurring sanctions. Adults have a responsibility to remain calm and in control of the situation.

Adult behaviour should set the example to the pupils. This must be consistent for all school staff and visitors.

Bullying:

At the WDF we accept that bullying may occasionally occur in our school, as it does in the wider community of children and adults. Bullying will not be tolerated or ignored in any of its forms within our school community. All staff will deal seriously with any report. We may/have also take part in the annual 'anti bullying week'.

We aim:

- To have a clear structure for dealing with complaints of bullying so that children receive the appropriate help to enable them to deal with the problem.
- To ensure that children, parents and staff have a clear understanding of the behaviour that we consider constitutes bullying.

A working definition:

Bullying is the repeated, unprovoked intimidation of an individual by another individual or group, with the intention to harm the victim physically or mentally.

In child speak:

You are being bullied if another child, or group of children, keeps hurting you on purpose by what they say or do. It can be making someone feel small and you feel big.

Dealing with Bullying:

Bullying is less likely to prevail in a climate where there are good relationships between adults and pupils and between pupils and their peers.

- open discussion is encouraged.
- there is a commonly accepted belief in the rights of all members of the community.
- there is a shared understanding of concepts such as fairness, caring, and consequences.
- an acceptance of the individual's responsibility for their actions.
- an expectancy of consistency of standards and of victims and perpetrators being treated fairly.

All staff, pupils and parents have the responsibility of reporting any suspected act of bullying whether it be an observed act, a reported act or a disclosure by a victim in the first instance to the class teacher who will then inform the Headteacher and together they will plan the action to be taken. This will entail monitoring the behaviour to establish what is actually happening.

Teaching staff will record any concern and action taken. This could include discussions with groups/individuals. MTAs have a lunchtime behaviour book which is kept in the staffroom to log incidents and their concerns. This will be reviewed by staff at staff meetings and other times.

Reaction to suspected bullying in this school will entail gathering evidence to ascertain whether the behaviour is bullying and not bossiness or boisterous play. In the light of the evidence gathered, if it is decided that a serious incident of bullying is proved an action plan must be produced.

Extra support may be necessary for victim and perpetrator, and help from the LEA, including Educational Welfare Officer, may be sought, as may counselling or help from other agencies.

It is important that victims and perpetrator have ownership of the action plan and that the parents of both are informed of the occurrences which necessitate such a plan and that their co-operation is sought.

It is essential that all parties are aware of the consequences of a repetition of such behaviour. In extreme or persistent cases the pupils exclusion may result.

Children can:

- speak to a member of staff of their choice.
- Put an anonymous note in the class box (Key Stage appropriate)

- Use the peer mediation service if available and/or speak to their School Council Representative.
- Raise issues in PHSCE.

The school will:

- Deal with intimidation positively as a class, individual or school assembly.
- Listen carefully to disclosure and take notes if appropriate.
- Not dismiss fears lightly or minimise their importance
- Employ effective methods to bring parties together to face the issue and find a solution.
- Deal with general attitudes/behaviours in PHSCE and Circle Time.

No member of staff should promise not to disclose what they have been told by a child as this may prevent a resolution of a situation.

Dealing with parents:

Parental involvement is an essential component in helping to change the behaviour of children. We need to be clear with the parents about the nature of the whole problem and explain how we are going to successfully resolve the situation for their children. It is important not to name other children involved.

Our over riding strategy for dealing with intimidation is encompassed in our whole school behaviour policy and is in line with our ethos as a Church school.

Legally only parents/carers should be involved unless mutually invited by all parties. Grandparents have no legal right unless they are Guardians or as an emergency contact.

Use of Reasonable Force to Restrain Pupils

At the WDF teachers and other approved staff have a legal right to use reasonable force to prevent a pupil from

- injuring themselves or others
- damaging property
- disrupting good order and discipline

- leaving the school premises.

There is no legal definition of reasonable force, but the school has established the following criteria for use of reasonable force.

- if the circumstances of the incident warrant it
- the degree of force must be in proportion to the circumstances
- the age and understanding of the pupil

Minimum force should only be used and never as a punishment.

Physical intervention can take a number of forms.

- Physically interposing between pupils
- Standing in the way of a pupil
- Leading a pupil away by the hand or by gentle pressure on the centre of the back.
- Holding, pulling or pushing.

All incidents when restraint is used must be recorded as soon as possible. The following information (as a minimum) should be detailed on an incident sheet or book together with written statements of witnesses:

- name of pupils involved;
- the time of the incident;
- the place where the incident occurred;
- the names of staff or other authorised adults involved.

Where the incident has been prolonged or where considerable force has been used the following details should be recorded.

- name of all witnesses, pupils and adults;
- signed witness statements;
- the reason for force being used;
- a description of the way in which the incident developed;
- the pupil's response;
- details of the outcomes of the incident including injuries and damages.

A general complaints procedure should be made available for parents. This should be used where parents believe inappropriate intervention has been used. However, where the policy documents for the school are clear and understood by both parents and pupils, complaints will be minimised.

The school does not authorise the use of corporal punishment

Exclusions

The Headteacher has the right to exclude pupils, in line with the September 2006 guidance from the DFES. A first fixed period lasting from one to three days will often be appropriate. Where a pupil the School is excluded for a fixed period of more than two days, the Headteacher will arrange for the pupil to receive school work to do at home and arrange to have it marked regularly until the pupil returns to school.

At the WDF exclusions are extremely rare and are to be used only after the other strategies have failed. This could be after a serious incident involving breaking the law or on occasions when allowing the child to remain in school would be detrimental to the education or welfare of others.

Exclusions will be dealt with in accordance with the DFES guidance 2006 and that from Devon LA. The LA and Governors will be informed when a pupil is excluded and parents informed that they have the right to make representations to these bodies.

Liaison

Liaison with parents

It is considered important that parents are informed of children's good behaviour and of behaviour which gives cause for concern. In regard to poor behaviour it is essential that parents and school are seen by the child to be co-operating. Only with mutually agreed and consistent standards of behaviour and positive support from home and school can a child be expected to achieve good standards of behaviour at school.

Liaison between teacher - parents when information can be exchanged, may be as follows: -

- informal appointments
- letters may be considered appropriate
- twice yearly parent/teacher interviews
- interviews with the parents/class teacher/headteacher
- End of Year reports.
- Teachers to record dates of meetings and a summary if appropriate.

Liaison with other agencies

The Headteacher can, where appropriate, arrange support for class teachers in managing challenging behaviour from various outside agencies such as Education Support Services, Educational Psychology Service, School Health Service, Educational Welfare Office, Child and Adolescent Health Unit, Social Services and Family Resource Centre.

It may also be appropriate for the school to direct parents towards an agency which may be able to provide appropriate support.

Liaison with Governors

The Governors have a legal responsibility for the discipline within a school and it is the responsibility of the Governors to be informed about the global standard of behaviour within the school, it is also the responsibility of the Headteacher to provide relevant information.

The Chair of Governors will be informed immediately of any exclusions.

This policy should be read in conjunction with the school policy on child protection.

Reviewed September 2016 next review September 2017

Staff Reminders – Do’s and Don’ts Restraint:

DO

- Know the procedures within the school’s guidelines for the use of physical restraint
- Discuss these with the Headteacher if you are unsure on any point.
- Be aware of any pupil in your class who has been physically restrained and what happened.
- Send for adult help early if things begin to get out of hand and restraint seems likely. Remember you have the responsibility for the welfare of the whole class and should not leave them unattended.
- Assess the situation before reacting
- Stay calm – do not over react
- Use the minimum amount of restraint for the minimum amount of time.
- Report the incident to the Headteacher as soon as possible and complete a report form.
- Consult your professional body if you have any concerns.
- Remember your professional obligation to all pupils in your care.

DO NOT

- **Place yourself at risk** do not attempt to restrain a pupil who is obviously carrying a weapon.
- Attempt to restrain a pupil when you have lost your temper, send for help and withdraw from the teaching situation.
- Allow the situation to get out of control. As the adult you are in control.
- **Use excessive force**
- Place yourself at risk of false allegation, avoid being alone with any pupil.