



Walhampton

BEHAVIOUR & DISCIPLINE POLICY

Drafted by: Deputy Head (Pastoral) Approved by: Education Cttee
Approval date: August 2015 Next review date: August 2016
ISI Policy Nos.: A4

1. Aims

- a. This policy provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible people. It is written for the benefit of all members of the school community, to allow each one to understand the policy of the school and to apply it consistently and fairly.
- b. This policy is available on the school website.
- c. Our aims for behaviour are that all children will:
- d. Be tolerant and understanding with consideration for the rights, views and property of others.
- e. Develop a responsible and co-operative attitude towards work and towards their roles in society.
- f. Work toward achieving their potential in terms of self - esteem, academic achievement, aesthetic appreciation and spiritual awareness.
- g. Take a pride and responsible interest in caring for their environment.
- h. Walhampton's Behaviour and Discipline Policy shows regard to Behaviour and Discipline in schools (2014).

2. Principles

- a. Every child has the right to learn and play safely and no child has the right to disrupt the learning of others.
- b. The establishment of a proper ethos is an essential prerequisite for learning.
- c. This depends upon trusting relationships and a process of co-operative team work and the school welcomes and encourages the involvement of governors, parents and others in the community.
- d. All pupils are encouraged to recognize the benefits of good behaviour at all times and reasonable adjustments may be made for pupils with special educational needs and/or disabilities.

- e. The school, through the LSU department, will put systems in place to support any of these pupils.
- f. Parents will always be notified of any strategies that have been implemented and agencies informed where appropriate.
- g. Where a pupil with special educational needs and/or with disabilities is moving on to another school, a full handover will take place between the appropriate personnel, usually the DSL/school nurse or the Head of LSU.
- h. Strong disciplinary action will be taken against any pupils who are found to have made malicious accusations against staff and this will be taken very seriously.

3. School Rules RSPCA

- a. Treat every member of the school with **respect**, kindness and good manners
- b. Always be aware of your own **safety** and the safety of those around you.
- c. Take **pride** in representing Walhampton and try your best in all areas of school life.
- d. Treat our site with **care**, showing respect for things that belong to you and to others.
- e. Be positive! **Attitude** is a little thing that makes a big difference

4. Responsibilities

- a. All members of the school community work towards the school's aims by treating children and adults as individuals and respecting their rights, values and beliefs.
- b. Fostering and promoting good relationships and a sense of belonging to the school community.
- c. Providing a well ordered environment in which all are fully aware of behavioural expectations.
- d. Offering equal opportunities in all aspects of school life and recognising the importance of different cultures.
- e. Encouraging, praising and positively reinforcing good relationships, behaviours and work.
- f. Rejecting all conduct involving bullying or harassment.

- g. Helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and applying these consistently.
- h. Caring for, and taking a pride in, the physical environment of the school.
- i. Recording and reporting incidents of serious misconduct.
- j. Working as a team, supporting and encouraging one another.

5. **Specific Responsibilities**

a. The SLT works towards the school's aims by:

- Taking a lead in the establishment of a positive school ethos.
- Monitoring and reviewing behaviour throughout the school, evaluating the success of this policy and ensuring that necessary revisions are undertaken.
- Recording and monitoring attendance and punctuality and responding firmly when either is poor.
- Taking active steps to ensure that buildings and grounds are secure and well maintained and that any damage is quickly rectified.

b. The Deputy Headmasters work towards the school's aims by:

- Monitoring Behaviour Report cards: informing parents of outcomes.
- Administering the Stags competition.
- Encouraging and advising staff on how to use the system sensibly and to its best effect.
- Chairing termly Year Group meetings.
- Weekly meeting with the Headmaster to discuss Pastoral issues.
- Weekly meeting with Deputy Head of Pre Prep, Medical Nurse and Senior Designated Person.

c. The Head of Seniors and the Head of Juniors work towards the school's aims by:

- Administering punishments for children who have acquired 3 Behaviour debits over a half termly period.
- Supporting and guiding the children in their designated year groups.
- Supporting the teachers and tutors in their designated year groups.

d. Teachers work towards the school's aims by:

- Providing a challenging and stimulating programme of study designed to enable all children to reach the highest standards of personal achievement.

- Recognising and being constantly aware of the needs of each individual child according to ability and aptitude.
- Enabling children to take increasing responsibility for their own learning and conduct.
- Ensuring that learning is progressive and continuous.
- Being good role models - punctual, well prepared and organised.
- Taking quick, firm action to prevent one child inhibiting another's progress.
- Providing opportunities for children to discuss appropriate behaviour
- Working collaboratively with a shared philosophy and commonality of practice.

e. Pupils work toward the school's aims by:

- Attending school in good health maintained by adequate diet, exercise and sleep.
- Attending school regularly.
- Being punctual and ready to begin lessons on time.
- Being organised - bringing necessary kit, taking letters home promptly, returning books efficiently.
- Conducting themselves in an orderly manner.
- Taking growing responsibility for their environment and for their own learning and conduct.

f. Parents work toward the school's aims by:

- Ensuring that children attend school in good health, punctually, and regularly.
- Providing support for the discipline within the school and for the teacher's role
- Being realistic about their children's abilities and offering encouragement and praise.
- Participating in discussions concerning their children's progress and attainments.
- Ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour.
- Taking an active interest in children's learning by giving due importance to homework, hearing reading, and assisting in learning of tables and spellings.
- Allowing children to take increasing personal and social responsibility as they progress throughout the school.
- Accepting overall responsibility for the conduct of their children at all times.

6. Pastoral Chain of Command

- If a pastoral issue occurs the first port of call for children and parents is:
- The Form Teacher or Tutor
- The Head of Juniors (Years 3-5) and the Head of Seniors (Years 6- 8)
- Deputy Headmasters (3-5) & (6-8)
- The Headmaster
- The Governors

7. Procedures for encouraging good behaviour

- Regular SLT and staff meetings to develop and monitor school behaviour policy and to review behaviour issues.
- Frank and open debate about behaviour at governors' meetings.
- To develop good relationships with parents there are regular informal contact with teachers who are always accessible to parents before and after school.
- A weekly Chapel service, to which parents are invited.
- Good communication channels including regular newsletters (Mercury) from school and mailings from the WPA.
- A programme of regular parents' evenings, productions and concerts and WPA social events.
- A handbook for new parents to Walhampton, which outlines the school's behaviour policy and explains the parents' role in this.
- Welcoming other parental contributions such as organising resources, accompanying educational visits, providing transport for children and helping with extra-curricular activities.
- A clear policy for children with special needs which involves parents.
- A procedure for the monitoring of homework and parental support with reading, involving a homework book or record card which is signed by parents each night/week.
- Children have the opportunity to discuss good behaviour through participation in the School Council.
- A programme of Personal, Social and Health Education designed to promote mutual respect, self - discipline and social responsibility.
- A programme of Religious Education which includes ethical and moral issues.
- Tutor Time, a forum for discussion held at least once each week.
- In order to promote good behaviour the Staff must act as role models.
- Staff offer guidance to children including praise and encouragement.
- The provision of a curriculum designed to engage and stretch each child.
- Classroom organisation which facilitates independent working.
- The encouragement and appreciation of children who act as positive role models.
- Collaborative work within classes and across year groups which helps to develop good relationships.
- A rewards system involving the distribution of pluses and credits and other rewards for good work and behaviour during school assemblies.

8. Discipline

- a. Clear guidelines on responding to behavioural issues which have been developed by, and have the full commitment of, all teaching and non-teaching staff.
- b. A schedule of sanctions for undesirable behaviour
- c. Conscientious supervision of pupils at all times.
- d. Rapid and stringent response to incidents of bullying and racial or sexual harassment.
- e. A readiness to tackle persistent behavioural problems through the special needs procedure.
- f. A rota of timetabled activities to engage children's interest at all times.

9. Use of Physical Restraint

- a. This section is intended as a guide only. It does NOT give carte blanche for a 'hands on' approach.
- b. Teachers may use force that is 'reasonable' to prevent a pupil
 - i. committing a criminal offence
 - ii. injuring self and others
 - iii. damaging property
 - iv. engaging in behaviour prejudicial to maintaining good order and discipline at school and among pupils.
- c. Examples of possible physical intervention include
 - i. blocking a pupil's path
 - ii. leading by hand or arm
- d. When using physical force, the following must be noted
 - i. all incidents should be recorded in the Care Diary and parents informed
 - ii. use of force must be "reasonable"
 - iii. force may never be used to punish pupils
- e. Corporal punishment is forbidden: using it will lead to charges of gross misconduct and may lead to immediate dismissal

10. Expectations of Behaviour

It is important that we, as well as parents and children, know the disciplinary stages, sanctions and are clear about our expectations.

Sanctions

- Walhampton has a Behaviour Record and for incidents of poor behaviour a child will be given a **Behaviour debit**.
- These will be recorded in the Homework diary and on the school MIS system.

- There is a code for unacceptable behaviour which will be linked to the 5 school rules.
- **R**espect, **S**afety, **P**ride, **C**are & **A**ttitude
- Each code has a severity level from 1-3 depending on the seriousness of the misdemeanour.
- When a child receives Behaviour debit, an entry will be added to their Homework diary where there are columns for date, code and reason and then the teacher concerned will sign the diary and so will the tutor and the parent.
- Over every **half term** block a certain number of behaviour debits will carry a certain sanction. And they will **reset** at the end of this period.
- **3** Behaviour debits = **Short Break detention (10:35) taken by the Head of Juniors or Seniors.**
- **6** Behaviour debits = **Long Break Detention (13:30) taken by one of the Deputy Headmasters.**
- **9** Behaviour debits = **Activity Detention (16:55) taken by the Headmaster.**
- **12** Behaviour debits = **Black Book entry.**
- **The Black Book.** This is for serious breaches of discipline or for a continual disregard for school rules.
- **All Black Book entries will reset at the start of each academic year.**
- Once a child has been entered in the Black Book, they must report to the Headmaster after Chapel the next day.
- For the **first entry** in a year, the child will receive a **50 minute** weekday detention with one of the **Deputy Headmasters.**
- For the **second entry** in a year, the child will receive a **60 minute Saturday morning detention in school uniform** with the **Headmaster.**
- For the **third entry** in a year, the child will face **suspension** or **internal suspension** for a certain period as determined by the **Headmaster.**

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