

Wheatfield Primary & Nursery School



Positive Behaviour Policy

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School Ethos:

Wheatfield Primary School sets out to create a caring and supportive environment where all children can develop intellectually, physically, socially, emotionally, morally and spiritually.

In addition, the curriculum which the school provides is designed to develop interest and motivation in children through enthusiastic teaching and interesting and relevant learning opportunities.

There are various extra-curricular activities which encourage co-operation and teamwork such as football, badminton and netball.

Children are further encouraged through choir, orchestra and music sessions to work together and to develop self-discipline.

Through continual monitoring of individual children's achievements, class teachers provide work which is pitched at a level which challenges each child yet does not frustrate.

Good relationships within the school are vital. The staff set an example by working well together with a harmony of purpose and by providing a secure and caring learning environment within their classrooms.

As part of the pastoral dimension of the school, children are taught how to care for others, to respect other peoples' points of view and to respect property. Children are encouraged to contribute to charities to help people who are in need.

Breakfast Club provides a nurturing environment while enjoying breakfast together.

School's General Approach to Discipline:

Our approach to discipline is to encourage and celebrate good behaviour and positive achievements in all children.

Class teachers will make every effort to reinforce good behaviour and a sense of achievement within their classrooms. In addition, the following procedures will be adopted:

- A quiet word of encouragement
- Encouraging comments for work well done
- Special praise for increased effort or improved behaviour
- Good work being shared with another teacher or Principal for commendation
- Weekly and monthly awards in class and assembly

Moral and Social Training:

As opportunities arise, teachers discuss the importance of caring for others, communal responsibility and the importance of moral and social responsibility. This will be achieved through class discussions, role play, class lead assemblies, counselling, social stories and circle time.

Parental Involvement:

Parents are regularly informed about their child's progress through parents' meetings, and yearly reports.

Through close liaison with parents, it is intended to promote positive attitudes in children towards school and to develop self-discipline in children as learners. This will be achieved by:

- The development of a number of initiatives such as reading partnership.
- A full range of pastoral activities and educational visits for all children.
- An invitation to all parents to discuss regularly their child's progress, behaviour and attitudes with the class teacher.
- The fostering of good relations by developing links with the local community for educational, social and spiritual purposes, e.g. inviting local businesses to get involved with the school; school fairs, guest speakers at assemblies, fund raising events, maths trails, football matches etc.

Code of Conduct:

Within this context, there is a clearly articulated code of conduct for children at the school. All teachers will ensure that all children abide by this code of conduct and will explain any breaches carefully to children.

Should children persistently display negative behaviour towards other children, disobedience a lack of respect towards adults or consistently breach the code of conduct, then a range of sanctions will be implemented.

The severity of the offence will determine which sanction is imposed. It is important that all children understand the code of conduct and adhere strictly to it. It is equally important that sanctions are invoked consistently and in relation to the severity of the offending behaviour.

Should unacceptable behaviour continue despite every effort by Principal and staff, then it may be necessary to suspend or expel the child to protect the education of the vast majority of children in the school.

It must be made clear that the quality of education of all children in the school will be the over-riding consideration in these matters. Should this be jeopardised over a period of time, the Principal will not hesitate to suspend or expel an offending pupil following the set procedures for suspension and expulsion of pupils.

The aim of the code is to encourage, nurture and reinforce respect, good manners and consideration for others and the school environment. Children are expected to:

- Co-operate with their teacher
- Control their temper
- Play without interfering with, or forcing their attention on others
- Be careful not to use bad language
- Take care of the school buildings and equipment
- Arrive at school on time
- Wear the school uniform
- Look after their books
- Be clean and tidy
- Keep the school tidy and free from litter
- Do all their work in school and at home to the best of their ability
- Set a good example to other children
- Move quietly around the school at all times whether individually or as a class

Supportive School Structures:

In order to ensure that all children are given the opportunity to develop fully in a caring and supportive environment the following structures are in place:

- supervision by school staff at Breakfast Club
break time and after school
- Lunch and playground supervision at lunchtime
(Supervisory Assistants, Classroom Assistants and the Principal)
- All children supervised at all times by school staff

It is school policy that all ancillary staff receive Child Protection Training.

Sanctions:

To ensure that all children are aware of what behaviour is expected and comply with the accepted code of conduct, the sanctions must be fairly and consistently invoked in relation to the severity of the offending behaviour and its frequency.

A one-off lapse in conduct should not be dealt with in the same manner as a continuation of persistent, unacceptable behaviour.

Level 1 Minor Offences (No Record Required)

Level One Behaviours

Misbehaviour that can be effectively managed within a classroom environment by the class teacher/classroom assistant/supervisor – (the class teacher should be informed – the Principal may be informed)

- Infringement of playground and class rules/Code of Conduct
- Disregarding instructions
- Speaking out of turn
- Minor bad language – spontaneous swearing, sectarian, racial, insulting or rude remarks
- Disrupting/distracting another child leading to incompleteness of tasks
- Unsafe movement around the classroom/school e.g. running in the corridor
- Entering out of bounds areas such as classroom at specified times, without permission
- Use of property/resources without asking
- Unsafe use of property/resources causing damage
- Insensitivity to others
- Not taking instructions
- Telling lies/getting others into trouble
- Rough play

Level One – Behaviour Modification Strategies / Sanctions

- Verbal warning to individual/whole class
- Private discussion with child
- Use of 'Scripting' to remind pupils of what is acceptable and maintain positive tone
- Reminder of class/school rule/ Code of Conduct
- Self-reflection
- Use of 1-10 scale of feelings and encourage self-regulation/solution based discussion
- Oral apology
- Repositioning of pupil
- Withdrawal of pupil from situation (temporarily)
- Use of quiet corner/calm box/thinking area (age dependant)
- Reduction in privileges etc. in line with class routines

Level 2 Moderately Serious or Persistent Misbehaviour

(Recorded by Class Teacher)

Level Two Behaviours

More serious behaviour that is not so easily managed within a classroom environment.

Teacher/Assistant/Supervisor will notify Senior Management. Parents may be notified in writing or by phone call.

Level Two – Behaviour Modification Strategies / Sanctions

Persistence of Level One behaviours:

- Deliberate use of bad language to hurt others (includes sectarian/racial/abuse written or verbal)
- Deliberate destruction of another child's piece of work
- Persistent infringement of school rules
- Persistently not taking instruction
- Persistently telling lies/getting others into trouble/name calling
- Inform parent through diary and/or phone call
- Meeting with parent/s if necessary
- Teacher discusses sanctions with pupil if age appropriate
- Ensure work is completed at another time
- Pupils sent in from playground to a supervised area
- Stay in at break/lunch-time in a supervised area, as directed by the Principal
- Loss of privileges – responsibilities/football day/golden time/stars/playtime etc. (not curriculum areas)
- Written apology or self-reflection using questioning e.g. oral or written (no lines/extra maths)
- 'time out' in the classroom or in another classroom

School will deal with this level of behaviour from within its own resources and strategies that will be included in a Personal Learning Plan (PLP) / Behaviour Plan.

Level 3 Serious or Persistent Misbehaviour

Level Three Behaviours

Very serious misbehaviour or persistent Level Two behaviours. Formal involvement by the Principal and parents. Additionally, other outside agencies may become involved.

Level Three – Behaviour Modification Strategies / Sanctions

Persistence of Level Two e.g.

- Persistent bad language (includes racial/verbal abuse/defiance)
- persistent stealing/intent to steal
- vandalism of school building or property
- dangerous refusal to obey instruction
- violent playtime incident
- repeated and deliberate incidents of bullying
- major disruption of class activity/routines
- leaving school premises without permission
- violent hitting/kicking/fighting – aggressive violent behaviour, causing deliberate injury
- aggressively threatening behaviour towards staff/pupils
- Pupil will be removed from the situation and supervised in designated area e.g. office/'calm down room. The Principal should be informed immediately
- Risk Assessment of location/situation
- Crisis/anger management and de-escalation intervention
- Parents will be contacted to meet with the Principal along with the class teacher/DT or SENCO
- Following guidance in Safe Handling Policy and the use of reasonable force (Appendix A)

Persistent infringement of school rules may result in a referral to the Education Authority Behaviour Support Services (within parental consent) at Stage 3 of code of Practice

Level 4 Serious and Persistent Disruptive Behaviour

Only if all other measures fail will the following sanctions be invoked. It is important, however, to ensure that the caring atmosphere within the school is not jeopardised by consistently disruptive behaviour. Should the previous measures not effect an improvement, then the following will be implemented and the parents informed at a formal interview.

Suspension: For a period of 5 days initially (with the approval of the Board of Governors)

Reason for Suspension:

- Substance abuse: possessing, using or dealing in illegal drugs or solvents on school premises
- Alcohol abuse: possessing, drinking or selling alcohol on school premises
- Bullying of pupil: all forms whether physical, verbal, threats or other
- Verbal abuse of pupil: of a personal nature including swearing, threatening behaviour and sexually explicit language
- Physical attack on pupil: with or without a weapon
- Disruptive behaviour in class: persistent or one-off incidents which occupy teacher time and/or distract other pupils
- Persistent infringements of school rules: smoking, non-co-operation with sanctions
- Significant damage to or misuse of property: belonging to school staff or other pupils in or outside school
- Stealing: from school, pupils, staff in school or outside school while in uniform
- Verbal abuse of staff: of a personal nature including swearing, threatening behaviour and sexually explicit language
- Physical attack on staff: with or without a weapon

Expulsion: If all other attempts fail, then a consultation meeting will be convened involving the Chairman of the Board of Governors, parents, the Chief Executive or nominated person from the Education Authority to decide the most appropriate future education for the pupil.

This will be carried out in line with the school's Suspension & Expulsion Policy.

Anti-Bullying Charter

Bullying of any sort is totally unacceptable in Wheatfield Primary & Nursery School. The following steps are undertaken to ensure that bullying is stopped immediately.

- **Recognition:**
Bullying involves teasing, singling out a child for ridicule, encouraging others not to play with an individual as well as physical threat or violence.

- **Caring Atmosphere:**
Children are reminded regularly of the importance of mutual respect and all reports of bullying are taken seriously. Bullies are made aware of the total unacceptability of their actions.

- **Positive Anti-Bullying Procedures:**
Every opportunity is used to reinforce the anti-social nature of bullying and the consequences.

- The atmosphere in the school is such that bullying is seen as unacceptable and all incidents of it are dealt with promptly.

- Assemblies are used to reinforce the importance of mutual and self-respect.

Suspension & Expulsion Policy

It is recognised that whilst an individual pupil has a legal right to be educated, the education of all pupils and their safety as well as the safety and well-being of staff should not be adversely affected by the behaviour of individual pupils.

Wheatfield Primary & Nursery School recognises the School's statutory responsibilities in relation to pupil's learning but also our obligation for the pastoral care of all pupils in the school and we will endeavour to safeguard and promote the physical and emotional well-being of both pupils and staff.

When a pupil fails to meet the minimum required standards of behaviour, the school is entitled to impose such sanctions as are outlined in this policy – these may include suspension or expulsion.

Suspension:

- A pupil may only be suspended by the Principal;
- An initial period of suspension shall not exceed five school days;
- The Principal shall not extend a period of suspension except with the approval of the Chairperson of the Board of Governors;
- A pupil may be suspended from school for not more than forty-five school days in any one school year;
- Acceptable reasons for extending a period of suspension could potentially include:
 - Where in the reasonable opinion of the Principal the return of the pupil concerned would pose serious problems in terms of preserving discipline and the protection of a safe learning environment within the school;
 - Where in the reasonable opinion of the Principal discussion with psychologists and/or other agencies would be facilitated;
 - To facilitate further investigation of the matter;
 - Where a decision to expel the pupil was quite properly being considered;
 - Where parents/guardians have without good reason failed to enter into proper and necessary consultations/discussions with the school.
- Each individual extension may not exceed five days but individual extensions may run consecutively.
- On suspension of a pupil, the school will make every effort to contact a parent. The parent will be asked to collect their child from school. The pupil may be withdrawn from class and placed under supervision until collected by their parent or a person nominated by the parent/guardian.

- In the absence of parental consent and if necessary, a child will be brought home by a responsible adult and delivered into the care of the parent/guardian.
- Where a pupil has been suspended, the Principal shall immediately give written notification of the reasons for the suspension and the period of suspension to:
 - The parent of the pupil
 - The Education Authority
 - The Chairman of the Board of Governors
- The suspension notice will be sent by post, if the school are unable to send the letter home with the pupil.
- On return from a period of suspension, a pupil and their parent/s will attend a 'Return to School' meeting with the Principal and nominated person. As part of this process, the pupil and parent/s will be asked to sign an agreement, drafted by the School.

Procedures:

A period of indiscipline:

The school will maintain a written record of events and of the interventions of teachers/staff, contact with parent/guardian and any external support agencies i.e. Education Authority's Education Welfare Service, Educational Psychology Service or other appropriate services.

A serious incident of indiscipline:

The school must have investigated and documented the incident. The investigation should include an opportunity for the pupil to be interviewed and his/her version of events to be given before any decision to suspend is made.

Expulsion:

The permanent expulsion of a pupil from a school is considered to be the result of the most serious breaches of school discipline and will happen only after all possible strategies have been exhausted.

Wheatfield Primary School is a 'controlled school' and as such the Education Authority is the expelling authority. The decision to expel is the sole responsibility of the Education Authority. The Board of Governors of controlled schools has the power to recommend to the Education Authority that a pupil be expelled.

Procedure:

- Where a recommendation for expulsion is being considered, the Principal shall convene a consultation meeting to be attend by the Principal, the

Chairperson of the Board of Governors, the parent/s and the authorised officer of the Education Authority;

- The possibility of expulsion and the implications of this course of action must be discussed at the meeting. The future provision of suitable education for the pupil concerned should also be considered;
- The parent/s must be informed in writing of the date of the consultation meeting and its purpose. Notice of 5 working days should be given;
- Non-attendance by the parent/guardian at the meeting will not prevent the Board of Governors from considering the future action to be taken;
- The Principal must ensure that a record of the consultative meeting is taken;
- Following the consultative meeting the parent/guardian must be informed by the Principal that a report on the matter along with a copy of the minute of the consultative meeting will be presented to the next meeting of the Board of Governors. The parent/guardian should be invited to the meeting of the Board of Governors if the expulsion of the pupil remains as an option;
- Any recommendation for the expulsion of a pupil from a controlled school must be in writing to the Chief Executive of the Education Authority by the Chairperson of the Board of Governors of the school.
- The Principal must advise the parent/guardian in writing that a recommendation for expulsion has been lodged with the Education Authority.
- Following a recommendation to the Education Authority that pupil be expelled, a meeting of the Education Authority's Expulsion Committee will be convened by the Chief Executive or his nominee at the earliest possible date.
- The Education Authority's Expulsion Committee will immediately inform the Principal in writing of the outcome of the meeting and the reasons for the decision taken.
- The Principal (on behalf of the Education Authority) will immediately inform the parent/guardian in writing of the outcome of the Education Authority expulsion Committee and the reasons for the decision taken.

Right of Appeal:

Where it has been decided to expel the pupil, the school must inform the parent/guardian of the statutory right to make an appeal to the Independent Appeal Tribunal.