



John Wilkinson Primary School and Nursery

This policy has been adopted by the governing body of John Wilkinson Primary School and Nursery.

Approved by:	Governors	Date: July 2021
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BEHAVIOUR AND DISCIPLINE POLICY

Thank you to:

The Parent’s Forum who contributed to this Policy as a parent representative and the children who contributed via the School Council and PSHE assemblies.

BEHAVIOUR AND DISCIPLINE POLICY

Aims and Expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is, therefore, designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

Good behaviour and discipline are essential in achieving these aims and ensuring well-being.

At **John Wilkinson School and Nursery** we aim to ensure that all adults respond to the needs of all the children in a positive and respectful way. We expect every member of the school community to behave in a considerate manner towards others.

Rules are kept to a minimum. Those that exist are to promote the safety and welfare of all, pupils, staff and visitors.

The school rules are as follows:-

1. Keep everyone safe
2. Consider and respect everyone
3. No hitting, kicking or using your own physical strength to harm others.
4. Respect the school boundaries at all times.
5. No bullying.
6. Do the best you can.
7. Be proud of our whole school community.

By following these rules everyone stays safe, happy and they will achieve more. These are discussed with the children at intervals throughout the year or when the need arises.

We expect and encourage all children to take responsibility for aspects of their lives from the time of entry to school.

Children know that how they choose to behave has a consequence.

Good behaviour is expected as the norm. We believe that if there are positive working relationships and appropriately planned and differentiated activities children will be actively engaged in their learning and, therefore, do not cause disruption. We praise good learning behaviour using our "Ready Eddie and Able Mabel" behaviour for learning strategies. (See Appendix 1)

Consequence of Following the Rules

Rewards may be used to encourage or celebrate appropriate behaviour in school.

- We praise and reward children for good behaviour in a variety of ways:
 - Teachers congratulate children;
 - Teachers give children stickers;
 - In some classes each week a child is nominated to be star or helper of the week/day;
- We distribute certificates/stickers to children for consistent good work or behaviour and to acknowledge outstanding efforts or acts of kindness in school;
- All classes have an opportunity to contribute to a celebration assembly where they are able to show examples of their best work on Mondays.

Parents and governors are invited into school to see good behaviour first hand.

High standards are maintained in and outside of school.

To date this has been a very successful strategy; we know this because we have evidence from outside agencies that they agree with us.

By addressing behaviour, the school is allowing children to stay safe and make a positive contribution. It helps them learn about staying safe. It keeps children safe from radicalisation, sexual exploitation and safe on the internet as well as informing them of risks/dangers and means to overcome these.

What is our approach when rules are not followed?

1. Inappropriate Behaviour

There are several kinds of inappropriate behaviour:

- i. disruptive, e.g. disturbing other children during class times, talking and moving about;
- ii. anti-social, e.g. refusing to join in etc.
- iii. aggressive, e.g. threatening and bullying other children.

2. Low Level Inappropriate Behaviour

Low level inappropriate behaviour tends to be associated with inattention, slow or reluctant response to instruction or refusal to comply with instructions.

3. Serious Behavioural Issues

Various activities are classed as serious:

1. bullying and very aggressive behaviour to other children.
2. persistent truculence and interruptions in class;
3. destructive behaviour:
 - a. own property
 - b. school work
 - c. school property
 - d. personal property of others
4. actions which endanger the safety of other children, e.g. stone throwing or kicking
5. incidents which endanger the child's safety or dignity or that of peers/teachers or staff

Where there is low level inappropriate behaviour the adult witnessing the event deals with it. In the first instance, the emphasis is on discussing the incident and what choices could/should have been made and establishing what behaviour will be appropriate 'next time'.

Non-confrontational methods are adopted which then enables all involved to maintain their self-respect and usually ensures that the incident is resolved.

For minor incidents, parents would not normally be informed. However, if there is a likelihood that children are still reflecting on the event and will be upset at home, teachers occasionally have a quiet word either in person or by telephone with parents at the end of the day.

The Deputy Headteacher or Headteacher should be informed of incidents which the adult feels need to be dealt with by another person or if the incident needs some further investigation. Children may also ask the Deputy Headteacher or Headteacher to assist them in dealing with or resolving conflict.

Should there be on-going behaviour problems; parents will be regularly involved to support the pupil in developing positive behaviours and enhancing self esteem. On occasion inappropriate behaviour may need to be addressed and reviewed over time. Challenging behaviour may be persistent or significant. Should the child need an individual behaviour plan this is established taking into account the views of the parent, child and Headteacher. Progress is closely monitored in line with the SEND Code of Practice. Outside agency support may be required to ensure the school have assessed the child's needs accurately and have taken the appropriate steps to help the child develop.

In the classroom

The school employs a number of strategies to deal with inappropriate behaviour in the classroom and to ensure a safe and positive learning environment. This is dependent upon individual situations.

- We encourage good learning behaviour and do so through our "Ready Eddie and Able Mabel" initiatives which encourage and reward good learning behaviour. Our children can tell us why they are good learners e.g. "I lock into learning when I concentrate and keep on going with an activity that is a challenge."
- For general class activities we expect children to listen carefully to instructions in lessons. We praise good listening and teach good listening. If they do not do so; we ask them either to move to a place nearer the teacher, or to sit on their own for a period of time to calm down/stay on task. This is not confrontational.
- We expect children to try their best in all activities.
- If they do not do so, we may ask them to spend some additional time on the task.
- If a child is disruptive in class, the teacher will ask the child to display a better behaviour e.g. Can you show me good sitting.

- If a child demonstrates high level inappropriate behaviour repeatedly, we might isolate the child from the rest of the class until he/she calms down, and is in a position to work sensibly again with others.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and takes appropriate action. This may be moving the other children from the vicinity and monitoring the child's behaviour from a distance.

Actions to be Taken for More Significant/Repeated Inappropriate Behaviour

A variety of strategies should be used depending on the behaviour. We will always attempt to talk about the behaviour, consequences and choices with the child in a calm manner.

Other actions might follow, for example:

- Forfeit of playtime
- Removal from class for a specified period of time to 'cool down'
- Withdrawal of a child from favoured activities over a short period
- Differentiated timetable, etc.
- Securing additional advice

Bullying

The behaviour of children involved in 'bullying' will be discussed with parents at the earliest mutually convenient time. **Bullying is not tolerated** and must be resolved to the satisfaction of all parties. However, we do not always discuss incidents of inappropriate behaviour with parents unless it is persistent.

Parents/carers are encouraged to contact school should they have any concerns about bullying or with issues related to pupils' behaviour. The Head teacher deals with all bullying to ensure there is a robust and persistent response which resolves the bullying to everyone's satisfaction.

We have a separate robust and comprehensive Anti-Bullying policy which details our whole school and nursery approach.

Involvement of Parents

The school deals with day-to-day minor incidents without contacting parents. Should teachers or the Headteacher feel a pattern of inappropriate behaviour is emerging or if the incident of inappropriate behaviour is more serious, parents will be contacted. The parents of any child who has been the 'victim' of a serious incident will also be contacted. This is at the Headteacher's discretion.

Children identified as requiring structured support

If Individual Behaviour Plans are required, it is important that adults in school;

1. Define the inappropriate behaviour clearly, i.e., not just disruptive but punches, kicks, etc.
2. Establish clear aims for development of appropriate behaviour.
3. Provide an objective way of measuring progress towards aims and appropriate strategies for development.
4. Maximise the influences teachers have through use of positive behaviour management, praise and emphasising good self-esteem.
5. Ensure parents are involved and working with school and pupils.
6. Seek outside expertise for additional advice so the school does its very best to develop a positive outcome for the child. School should ask "why" and respond to this.

The Role of the Headteacher

It is the responsibility of the Head teacher to implement the school behaviour policy (alongside the anti-bullying policy) consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy particularly bullying. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher keeps records of all reported **serious** incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the school Governors have been notified.

The Role of Staff

To assist in maintaining pupils' high motivation, interest and good learning behaviour, staff should;

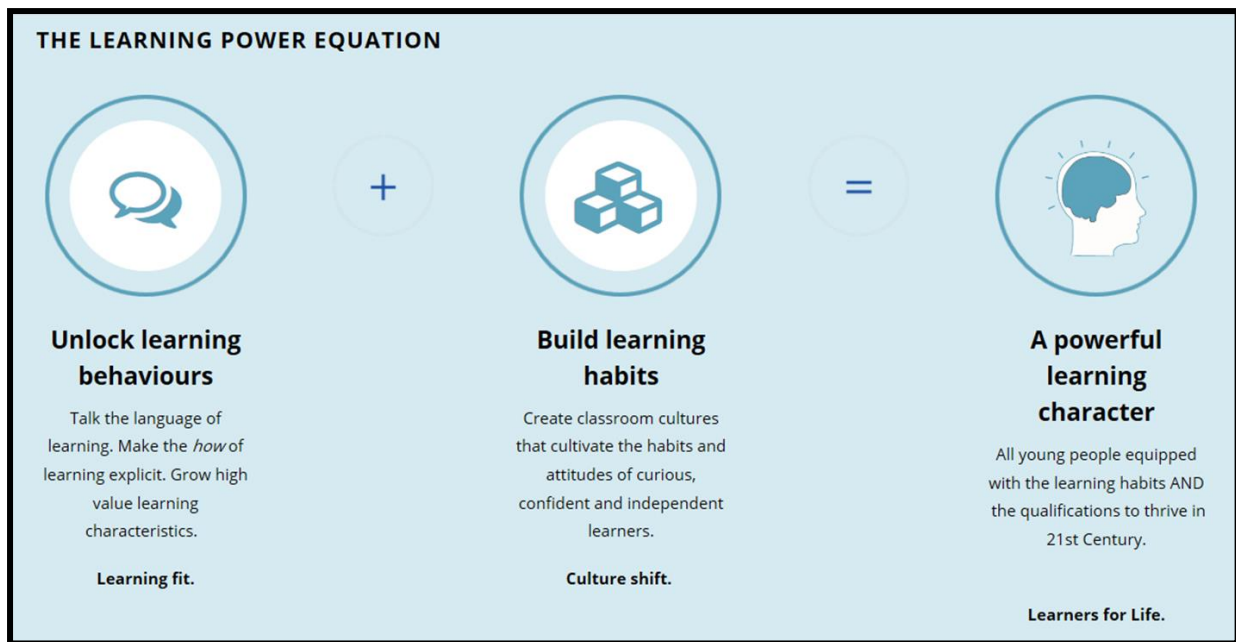
1. Implement Behaviour Policy – the class teacher should have very high expectations of children's behaviour
2. Plan the child's work at the right level and provide stimulating and interesting activities which engage children.
3. Ensure classroom organisation is good and pupils feel secure and confident.
4. Ensure they work hard to establish and maintain high quality, mutually respectful and trusting child/teacher relationships.
5. Ensure that the child understands the lesson objectives and outcomes and feels secure in asking for help.
6. The teacher should fairly enforce the behaviour policy treating children with respect, equality and understanding.
7. If a child misbehaves in class, the class teacher makes a note of the incidents. In the first instance, the adult or class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Headteacher.
8. The class teacher liaises with external agencies, as necessary, to support and discuss the needs of a child with the education social worker or behaviour support service.
9. The class teacher reports to parents about the progress of each child in their class, in line with the whole school policy.

The Role of Parents

1. The school works collaboratively with parents, so children receive consistent messages about how to behave at home and school.
2. We ask parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
3. If the school has to use reasonable sanctions to punish a child, we expect that parents will support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. The Headteacher should be the next person contacted if matters are not resolved satisfactorily. If discussions cannot resolve the problem, a formal complaint processes can be implemented. These can be found on our website or can be accessed via the school office.
4. The School Council (made up of two representatives from each class from Yr-Y6) are consulted annually about their views on behaviour in our school and nursery. Children's views and ideas are taken into consideration in the review of this policy.

Appendix 1

Behaviour For Learning Policy



What is Building Learning Power?

Professor Guy Claxton undertook lengthy research into how children learn, and helped to redefine children’s ‘achievement’ to include children’s ***growth as learners*** - rather than focusing solely on academic ability.

At John Wilkinson Primary School and Nursery, we believe that children who develop a core bank of learning “superpowers” are better equipped to demonstrate success in their learning. Children who can use and apply these skills in their learning in school are much more likely to grow into life-long learners as they move on to secondary school and beyond into adulthood. The Building Learning Power programme revolves around children understanding what they can and must do in order to be good learners. It presents the brain as a learning muscle that can be made stronger with practise. The skills we want to develop in our children are based on the four characteristics from Guy Claxton’s research; resilience, resourcefulness, reciprocity and reflectiveness.

How are we developing children’s learning power?

We have developed our own language of learning that will clearly communicate to our children the expectations on their learning behaviours and attitudes in school.

We have grouped the learning behaviours into three key superpowers. Children can gain each superpower by being able to demonstrate different skills in their learning in a range of different contexts. We have created our very own learning superheroes, Ready Eddie and Able Mabel, who embody the learning power philosophy.

Super powers	Lock into your Learning	Choose What You Use	Map Your Learning Journey
Skills to develop each power	<ul style="list-style-type: none"> Concentrate Keep on going 	<ul style="list-style-type: none"> Use your toolkit Weave your web 	<ul style="list-style-type: none"> Know your next steps See the big picture
Focuses on...	<ul style="list-style-type: none"> Not giving up easily, even when it gets tricky. Practising blocking out any distractions. Focusing on the task in hand 	<ul style="list-style-type: none"> Making the most of the resources that are available to support learning. Using skills learned in one lesson to succeed in others. Being able to decide when it’s best to work on your own and with your team. 	<ul style="list-style-type: none"> Knowing what you need to improve. Visualising their learning as a whole and understanding how the component parts work together.
Results in a learner who...	<ul style="list-style-type: none"> Is resilient 	<ul style="list-style-type: none"> Is resourceful Shows reciprocity 	<ul style="list-style-type: none"> Is reflective

Rewarding learning powers

All of the staff at John Wilkinson Primary understand how to recognise and reward children when they demonstrate any of the learning superpowers. In each class, you will see a display using the same consistent language of learning, and a reward system to celebrate children growing their superpowers!

Depending on the age and key stage of your child, their learning skills and superpowers will be rewarded in a range of ways. They will receive special superhero stickers (pow!, bam! Etc); they may get to wear a special Ready Eddie or Able Mabel superhero cape; they may bring home badges or certificates to show you their achievements.

How parents can help

We would like you to reinforce the language and message of the learning superpowers by using it at home when children are involved in everyday activities.

We want them to understand that they are learning all the time, not just in their lessons, in school.

We encourage parents to:

- Ask them “What would Ready Eddie/Able Mabel do?” “How would Ready Eddie/Able Mabel concentrate on this task?”
- Relate the superpowers to stories they read and the way that the characters behave—maybe the character would have fared better in the story if they had used their learning power!
- Use themselves as a role model—tell children when they find something tricky, and how you kept on going.
- Encourage them to block out distractions when doing their homework (turn the TV off/sit in a quiet room)
- Give them a responsibility for a household chore. Encourage them to plan the steps they would need to take to complete it successfully.
- When children come home with a sticker/badge/certificate to celebrate that they built their learning power, praise them!