

Behaviour Policy

including Discipline, Exclusions, Bullying and Harassment, Code of conduct

1. Aims

Our aim is to develop a school behaviour policy which promotes positive behaviour and is supported and followed by the whole school community: teachers, pupils, non-teaching staff and Council members – based on a sense of community and shared values. Each member of the community is valued and respected as an individual. At Wynstones School we have high expectations on matters of behaviour and discipline. We aim to prevent any incidents of bullying and /or harassment occurring at any time. If we fail in accomplishing this, we will deal with any incident in a supportive manner.

Rights and Responsibilities

Pupils:

- To learn in a safe environment
- To feel safe and able to express themselves without fear or intimidation
- To make mistakes and grow
- To behave in a respectful way towards each other and their teachers

Teaching staff:

- To be able to teach without interruption.
- To maintain a safe, positive learning environment for all pupils.
- To ensure that their conduct with the pupils and each other sets a good example.
- To treat problems when they occur in a fair, just and consistent manner.
- To ensure that reasonable adjustments are made for pupils with learning challenges.
- To have assistance from parents, College of Teachers and Council when needed.
- To implement a Code of Conduct which will promote responsible behaviour, encourage self-discipline and encourage in pupils a respect for themselves, for other people and for property.

Parents:

- To be listened to and heard
- To support the school's ethos

2. Code of Conduct

It is essential that pupils and teachers work together to ensure that a learning and social environment is maintained where concern for others, positive behaviour, responsibility and respect are valued and achieved. All staff, pupils and parents must be clear about the standards of behaviour that are expected and that pupils understand the standard of work and behaviour that is expected of them.

Pupils will:

- Enter and leave the classroom in an orderly manner.
- Be punctual for lessons.
- Move around the school in an orderly way.
- Avoid the use of the toilets during lessons unless there are known medical problems.
- Care for the building, furniture and equipment etc.
- Be courteous and polite and address staff and visitors in a respectful manner (Miss, Mrs, Mr).
- Endeavour to ensure that written work is neat and done with all the care which can be expected of them.

- Behave in an appropriate way, desisting from interrupting or disruptive behaviour.
- Comply with the homework policy.

Staff will:

- Establish a safe, learning environment for all pupils and create a positive learning environment in which effort and achievement are recognised and rewarded.
- ensure that their conduct with the pupils and each other is of the highest standard and sets a good example
- Properly supervise pupils at all times on school premises.
- Inform parents at the earliest opportunity of successes and concerns about achievement or behaviour.
- ensure that pupils abide by the school rules and take appropriate action when necessary
- Always listen to reasons before making judgements, but not accept feeble excuses. Staff will be fair and consistent when dealing with pupils.
- Know the recognitions / acknowledgments and sanctions/consequences resulting from different actions.
- Comply with defined policy and practice in all aspects of professional responsibility.
- Comply with all policies in school including professional standards policy.
- Fulfil terms of contract at all times and inform the Education Leader / management of anything that prevents this compliance.

Parents

Before admission to the school we ask parents to read the school information pack which contains a summary of the **Code of Conduct**, including the **School Rules** and **Dress Code**, together with recognition/acknowledgment and sanctions/consequences system operated within the school and **The Home School Agreement**. Parents sign a declaration on the Admission Form that they have read and accept the information contained within the information pack.

School Rules

The following are not permitted at Wynstones:

- Alcohol -Supplying and/consuming alcohol.
- Drugs -Supply, possession or use of drugs or forbidden substances.
- Smoking -Wynstones is a non smoking site.

Dress Code

All clothes and shoes must be:

- Appropriate for the weather and activities
- Be well fitting, clean and in good condition
- Free from logos or large pictures

3. Recognition and Acknowledgment

Wynstones' scheme of recognition and acknowledgment aims to support pupils who make an effort to do their best and also to recognise good work itself. It is considered important to notice those who make a good effort and to acknowledge this. On the other hand, recognition must be genuine.

Lower School – (Classes I to IV)

Verbal praise of an individual pupil or class as a whole by the teacher, including comments and stars in the older classes.

Middle School – (Classes V to VIII)

The main focus is the work- the pupil is able to look at what is achieved (objectivity), he/she knows where they stand, judgement and responsibility develops from Class VI to VIII.

Verbal praise as before, plus the opportunity for good work being displayed or praised in assembly as well as letters to share with parents. Teachers also make a special effort to recognise and acknowledge the qualities of perseverance and effort as well.

Upper School

The Upper School operates a system of graded acknowledgment of achievement:

- 1) Verbal praise continues, usually concerning individuals*
- 2) At the giving out of Main Lesson reports a verbal comment is made in front of the class*
- 3) A note to tell a tutor about something worthy of mention (a “yellow” card) - this must be filed in the pupil’s file.*
- 4) A letter sent to the parents of any pupil who accrues 3 “yellow cards”*
- 5) Any third such letter is sent directly from the College of Teachers and mention is made in the Weekly Newsletter - an annual cumulative list for the year would appear in the Midsummer issue of the magazine.*

Despite all our best endeavours all staff will, on occasions, be faced with unsatisfactory work or pupils’ misbehaviour.

4. Sanctions and Consequences

Wynstones School aims to help the pupils to make the transition in Class I to the recognition of school being a place of work. Persistent misbehaviour in lessons needs sooner, rather than later, involvement of another colleague. Wynstones expects teachers to be pro-active and to respond quickly.

The school has a number of sanctions/consequences to help this process. They are:

In the Lower School:

- Reprimand by a Teacher who may impose a break/lunchtime activity (detention) as appropriate (Class 5 and above). Community-based tasks to make amends for poor effort, behaviour or work in lessons, or practice to improve for next time.
- Interview with the Class Teacher followed by an appropriate response.
- Interview with a group of teachers followed by an appropriate response.

Class VI and above:

- Detention, involving a letter to the parents informing them of the reasons for the detention.
- Referral to a Teachers’ Meeting - which will: inform parents in writing and impose an after school detention.
- Parental Interview to discuss ways of dealing with future problems should they arise.

In the Upper School:

- Reprimand by a teacher who may impose a lunchtime detention as appropriate. This is considered appropriate for minor misdemeanours such as lateness for a lesson, or isolated failures to complete homework by a deadline.
- Making reparations – performing some practical task such as cleaning or tidying as a gesture of reparation.
- A note to the Guardian (“blue card”) detailing the problem and action so far taken - this must be filed in the pupil’s file. This is considered appropriate for rudeness to a teacher (unless at a totally unacceptable level - see below), or where previous responses have proved inadequate.
- A letter is sent to parents of pupils who accrue 3 “blue cards”, informing them of the situation and imposing an after-school detention.
- A third such letter would be sent from the College of Teachers, inviting the parents to an interview with a group of teachers to work through the situation.
- A further set of three “blue cards” would lead to an automatic exclusion of three days, with re-admittance pending an interview with parents at which conditions for the pupil continuing in the school would be explored and laid down.

Totally unacceptable behaviour will be dealt with by the US Guardians, US Chair and EL who may use any of the following sanctions and strategies:

- isolation of pupil with work
- detentions
- withholding privileges such as participation in school trips or sports events where these do not form an essential part of the curriculum
- report Card
- parental Interviews
- contract with pupil, parent and school
- disciplinary meeting with pupil and parents
- fixed term exclusion or permanent exclusion.

Both recognition/acknowledgment and sanctions/consequences are explained to all classes in an appropriate way by Class Teachers/Guardians. Staff are required to apply both rewards and sanctions with consistency.

The Decision to Temporarily Exclude

The decision to exclude a pupil from school is a very serious one and will not be taken lightly. The College of Teachers can take the initial decision to exclude a pupil. Such a decision will only be taken in response to a serious breach or breaches of school discipline. In most cases when a pupil is excluded there will have been earlier discussions and /or correspondence between parents and the school about pupil's behaviour. When a pupil is excluded the Education Leader must inform the parents/guardians and the Council of Trustees. The Education Leader (with if necessary the College Chair, class guardian or class teacher) who will be referred to as the school, must:

- Review as soon as possible with parents and explain situation and look at issues.
- Explain why the school has decided to exclude the pupil.
- Explain the arrangements for setting and marking the pupil's work during their absence from time of exclusion. Following meeting colleagues remains relationship a decision of exclusion or not.
- Explain the parents' right to state their case before the Council of Management Exclusion Review Panel.
- Explain to the parents their right to see their child's school record.

Types of Exclusion

There are two types of exclusion: fixed period, (formerly known as suspension) under this option a pupil cannot be excluded for a period totalling more than 15 days in one term; and permanent (formerly known as expulsion).

Fixed Period Exclusions

If a pupil is excluded for a fixed period, the school will inform the parents immediately of the exclusion, the reason for it, and the date when their child will be able to return to school. Parents will also be informed of their right to put their point of view to the Education Leader in writing, and the chair of the Council of Trustees should they wish to do so. For all exclusions of over 5 school days in a term the class guardian or class teacher must arrange an immediate meeting to discuss the exclusion with the parents.

Permanent Exclusions

If a pupil is to be permanently excluded, the school will inform the parents at once, by telephone if possible, of the exclusion and the specific reason for it. The school will also provide parents with details of any relevant previous warnings, fixed period exclusion or other disciplinary measures taken earlier. Parents will be told of the right to put their point of view to the Chair of Council of Trustees in writing. Parents have the right to see their child's school records before the meeting, which can be arranged through the Education Leader. The Council of Trustees Exclusion Review Panel will hear the case put forward by the

parents and the school. The meeting will be chaired by one of the members of the Council of Trustees Exclusion Review panel. The school will give its view of the circumstances leading to the exclusion. Parents will be asked for their comments and will be asked to make their own statement. The Panel will ask and respond to questions. When discussions have ended the Council of Trustees Exclusion Review Panel will be left to make their decision, which they will confirm in writing giving their reasons. If the Panel decides a pupil should return to school, parent will be given the date of return in writing.

Other Exclusions

The school also reserves the right to exclude pupils on the grounds of non-payment of fees. A representative of the College of Teachers can also send a pupil home from school because of the way he/she is dressed or because they are unwell. This is not the same as exclusion.

5. Anti-Bullying & Harassment

It is a basic entitlement of all children at Wynstones that they receive an education free from humiliation, oppression and abuse. Class Teachers/Guardians encourage parents to communicate any concerns they have regarding their child or other children who attend the school - swift response is essential in order to act effectively.

Definition of Bullying

Bullying can be described as the repeated wilful, conscious desire to hurt, threaten or frighten somebody physically, verbally, emotionally or mentally. It can take the form of physical, verbal, sexual or cyber.

It is also important to note that children's relationships to others in the school can vary unexpectedly. Children can be the best of friends one day and at loggerheads the next. Parents and staff therefore need to be aware that temporary breakdowns in relationships do not necessarily constitute bullying, but nevertheless no incidents of the above-mentioned behaviours will be tolerated.

Definition of Harassment

Harassment is unwanted conduct related to a relevant characteristic which has the effect of violating an individual's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive working environment for them.

Harassment is normally characterised by more than one incident of unacceptable behaviour, particularly if it reoccurs, once it has been made clear by the victim that they consider it offensive. One incident may constitute harassment, however, if it is sufficiently serious. Harassment on any grounds will not be tolerated.

School Procedure for dealing with Incidents of Bullying and/or Harassment

Class Teachers and Class guardians should remind pupils that they have a responsibility to report any incidents of bullying and harassment, of which they become aware. If a working community member has knowledge of a situation that is emerging or they have identified, they must alert the Class Teacher and the Pastoral Care Mandate holder.

Children will be made aware and periodically reminded, that they should report incidents and they may do so to any teacher. Staff will be watchful and observe relationships. Where appropriate, mention should be made in the weekly meetings, and/or a note should be made in the break duties handbooks.

What action will be taken when an incident of bullying &/or Harassment is reported?

The Class Teacher / Guardian will:

- alert the Pastoral Care Group. They will listen carefully and establish the facts from both parties, separately, also taking notes of the meeting.
- write a formal record regarding all facts and pass to the Pastoral Care Mandate holder.

The Pastoral Care Mandate Holder will:

- work with the pupils involved to provide an opportunity to discuss the situation further.
- talk to anybody that the victim states witnessed any bullying behaviour to establish a full picture of the series of events that have been taking place.
- share information that will provide support to a pupil involved or affected in bullying and/or harassment with either the Class Teacher, Class Guardian and in some instances with the Designated Safeguarding Lead.
- add an outline of concerns regarding any pupil/s – victims or bullies - on the agenda at the Lower School, upper School and Educational meeting agenda so that other members of our paid working community will be able to provide extended awareness throughout the School.
- ensure written reports are detailed in the relevant pupil file/s.
- tell both parties that the matter will be dealt with and that other teachers and the parents of those involved will be informed.
- talk over the incident, the problems behind it, and possible solutions with the victim and the bully.

In serious and persistent cases, the Designated Safeguarding Lead will be informed.

Reviewed: March 2016
Due for review:



ANTI-BULLYING CHARTER – *do we want this?*

We will accept others regardless of differences be they personal, cultural, racial, religious, gender or physical.

We have the right to travel to and from school without being bullied.

We will not put others down.

We will not judge others by appearance.

We are responsible and accountable for our own actions

Bullying is too important not to report.

Bullying will be dealt with seriously.

When we report bullying, staff will listen.

Each report will be fully investigated.

Reviewed: