

Wells- Next- The- Sea Primary and Nursery School promotes high standards of personal conduct and believes that it is essential that standards of behaviour both in and out of the classroom are fully understood by everybody within the school community. This is promoted across our whole school community using a Values Based Ethos decided at a Student's Conference in September and revisited throughout the year.

Our School Values: Listen, Be Happy, Be Polite, Be Kind, Be Honest, Be Helpful, Be Friendly and Have Fun

**HOME / SCHOOL AGREEMENT: The School will make every effort to:**

- create a safe learning environment for our students
- ensure that our students achieve their full potential as a valued member of the school community
- provide a broad, balanced curriculum which offers a variety of opportunities to meet individual needs
- achieve high standards of teaching and learning through building good relationships and developing a sense of responsibility
- keep you informed about the School and about your child's progress through day to day contact, reports, parents meetings and student planners.
- promote excellent standards of attendance, behaviour and punctuality, and pride in the School using the School's Values.
- be open and welcoming at all times and offer opportunities for parents and carers to become involved in the daily life of the School
- respond to your concerns effectively
- Reward students for hard work, effort, progress and achievements.
- Challenge students enabling them to make excellent progress.

**Signed .....Headteacher Date.....**

**I/We shall make every effort to:**

- see that my child attends school regularly, on time, in school uniform and is properly equipped
- make the School aware of any concerns or problems that might affect my child's work or behaviour
- support the School's policies and guidelines for behaviour
- support my child in completing homework and regularly check the student planner
- support my child to participate in extra-curricular activities
- attend meetings where I can discuss my child's progress
- encourage my child to achieve their full potential and to value their achievements and those of others
- express any concerns courteously

**Signed .....Parent/Guardian Date .....**

**I will:**

- attend School regularly and on time
- bring the equipment I need for lessons every day
- dress appropriately for school following the rules regarding uniform and hair
- follow the School's Values(as displayed in all classrooms)
- represent the school in a positive way (including travelling to and from school)
- complete all my class-work and homework to the best of my ability and make full use of my student planner
- behave in a way that encourages others to follow the school code of conduct

**Signed**.....**Student**    **Date**.....

This school is committed to ensuring that all Students have a safe, friendly and supportive place to work. Wells- Next-The- Sea Primary and Nursery School promotes positive behaviour management.

We strive always to create an atmosphere which is conducive to good behaviour. Staff will do this by, leading by example, by rewarding students who conduct themselves well with praise and other forms of recognition, individually and publicly, by continually reminding students of the school Values and relating actual behaviour to them and by correcting students who fail to behave according to our expectations and employing appropriate sanctions.

We operate a positive approach of reasoning and flexibility using the 'language of choice' in sanctions consequent to incidents that takes into consideration the **individual** student and the circumstances.

**Rewards**

**Class Reward systems: individual reward systems, House Points and Golden Tickets awarded for the following types of success:**

- good work / effort
- grade 'A'
- good homework
- good idea / answer/ thinking skills/ team work
- good test results
- being helpful / considerate/ polite
- modelling School Values
- supporting your house
- representing the school

**Certificates, medals and inclusion in prize draw awarded for: 100% attendance**

**Attendance bear visits class with 100% attendance**

**Celebrations Assembly**

Students who show they are outstanding learners and follow our School Values are invited by their class teacher to present their success in assembly and are rewarded by a sticker and present. Photographs are posted on school notice board.

## **Awards Ceremony- July**

Prizes and certificates are awarded for effort and achievement in each class to successful students who demonstrate consistent outstanding learning and modelling our School Values.

## **The Right to Sanction**

All teachers and other staff in charge of students have the power to discipline. Section 91 of the Education and Inspections Act 2006 introduced a statutory power for teachers and certain other staff to discipline students. At Wells- Next- The- Sea Primary and Nursery School the following disciplinary measures are operational.

### **THE '3 STRIKE' SYSTEM.**

**This system is implemented in every classroom and is designed to allow the student to make the right decision about his/her behaviour before it escalates and warrants a sanction.**

This is a system that allows for a whole school consistent approach, and also allows for staff discretion when dealing with specific incidences.

This system is based around the idea of enabling students to remain in the classroom against providing an environment where everyone can learn and not be disrupted by negative behaviour.

The system is centred around 'language of choice' and is based upon whole school behaviour management training.

### **Warning 1**

Student told clearly what the unwanted behaviour is and asked to choose to stop.

### **Warning 2**

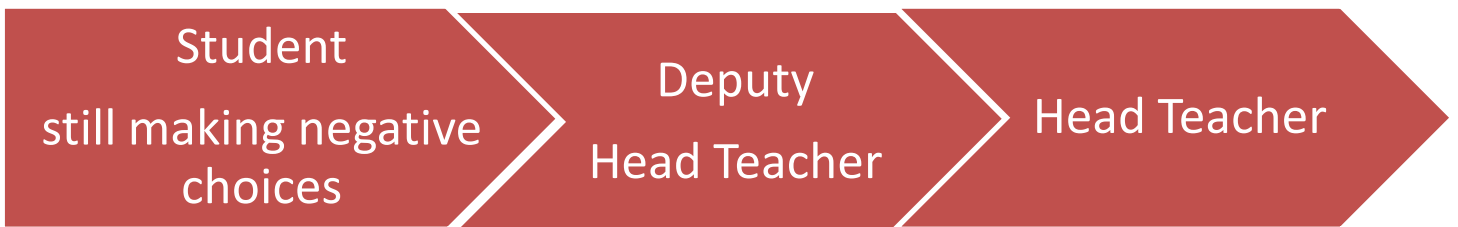
Student told clearly what unwanted behaviour is and reminded if they choose to continue there will be a sanction, use of classroom reward reminder.

### **Action**

Staff remove student from activity, classroom. either into corridor or alternative classroom/ heads office according to need.

Appropriate amount of time out given to 'cool off'.

Sanction Escalation Process



Possible Sanctions (all students are treated individually)



	1	2	3	4
Behaviour	<ul style="list-style-type: none"> <li>• Friendship issues</li> <li>• Low level disruption of lessons</li> <li>• Chewing</li> <li>• Litter dropping</li> <li>• Friendship issues</li> <li>• Disruption of lessons</li> <li>• Appearance</li> <li>• Uniform</li> <li>• Trainers</li> <li>• Punctuality</li> <li>• Refusal to follow request (minor)</li> <li>• Homework</li> <li>• Misuse of schools internet/e-mail</li> </ul>	<ul style="list-style-type: none"> <li>• Bullying – verbal &amp; Cyber</li> <li>• Bus behaviour</li> <li>• Damaging equipment</li> <li>• Defiance</li> <li>• Persistent disruption of lessons</li> <li>• Homework</li> <li>• Lack of work</li> <li>• Lying</li> <li>• Missed detention</li> <li>• Rudeness</li> <li>• Swearing indirectly</li> <li>• Using a mobile phone</li> <li>• Misuse of schools internet/e-mail</li> </ul>	<ul style="list-style-type: none"> <li>• Bullying – verbal &amp; cyber</li> <li>• Damaging the school</li> <li>• Defiance</li> <li>• Physical aggression (provoked)</li> <li>• Rudeness</li> <li>• Smoking</li> <li>• Swearing directly at member of staff</li> <li>• Truancy</li> <li>• Racism</li> </ul>	<ul style="list-style-type: none"> <li>• Bullying – physical</li> <li>• Drugs</li> <li>• Physical aggression</li> <li>• Sexual – inappropriate behaviour</li> <li>• Stealing</li> <li>• Weapon in school/use of weapon</li> </ul>
Who deals with it	<ul style="list-style-type: none"> <li>• Class teacher/ Teaching Assistant</li> <li>• MDS Leader</li> </ul>	Class teacher refer to – Deputy Head Teacher	<ul style="list-style-type: none"> <li>• Deputy Head Teacher</li> <li>• Headteacher</li> </ul>	<ul style="list-style-type: none"> <li>• Deputy Head Teacher</li> <li>• Headteacher</li> </ul>
Sanctions	<ul style="list-style-type: none"> <li>• Informal – Verbal</li> <li>• Time Out</li> <li>• Message Home</li> <li>• Discuss with Parent</li> <li>• Detention</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership Team Detention</li> <li>• Teacher Report</li> <li>• Internal Exclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Incident Report</li> <li>• Discuss with parent</li> <li>• Letter Home</li> <li>• Internal Exclusion</li> <li>• Pay For Damage</li> <li>• Fixed Term Exclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Fixed Term Exclusion</li> <li>• Permanent Exclusion</li> </ul>
Other strategies	<ul style="list-style-type: none"> <li>• Restorative Justice with Teaching Assistant</li> <li>• Class Teacher Mentoring</li> <li>• Nurture Group</li> <li>• Support from School Nurse</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative Justice with Teaching Assistant</li> <li>• Mentoring</li> <li>• Nurture Group</li> <li>• Time-out Card</li> <li>• Support from School Nurse</li> <li>• Learning Support Team to liaise where necessary.</li> <li>• Written Warnings home</li> <li>• Meeting round the child</li> <li>• IBP/IEP</li> </ul>	<ul style="list-style-type: none"> <li>• Involve Outside Agencies</li> <li>• Written Warnings home</li> <li>• IBP/IEP/PSP</li> <li>• Visit to APHS referral unit</li> </ul>	<ul style="list-style-type: none"> <li>• Involve Outside Agencies</li> <li>• PSP/IEP</li> <li>• Visit to APHS referral unit</li> </ul>
Parent/Carer involvement	<ul style="list-style-type: none"> <li>• Contact made through Day to Day contact/ Student Planner</li> </ul>	<ul style="list-style-type: none"> <li>• Contact made through Student planner</li> <li>• Discussion of incident between Parent/Carer and staff</li> </ul>	<ul style="list-style-type: none"> <li>• Parents receive letter and attend meetings with staff as appropriate.</li> <li>• Involved in IBP/PSP development.</li> </ul>	<ul style="list-style-type: none"> <li>• PSP Review</li> <li>• Right of appeal</li> </ul>

Any behaviour which is anti-social, destructive, or disruptive or is in any way contrary to the ethos and authority of the school will be sanctioned to a degree relative to the seriousness of the behaviour according to individual need.

If Deputy Head Teacher and Head Teacher are unavailable SMT should be informed.

## **Regulating Students' Conduct and Disciplining them for Misbehaviour Outside of the School Premises**

Sanctions will apply to students who misbehave on the way to or from school, outside the school gates or otherwise in close proximity to the school. Action would be taken against any student who was verbally abusing members of the public on a bus or on the way to school.

If someone causes any distress to the bus driver on his/her journey to and from school they should expect to be banned from using the bus for an agreed length of time (often two weeks). Parents/guardians would be notified of this in advance.

Sanctions will apply if misbehaviour takes place whilst the student was taking part in an extracurricular activity or educational visit.

The school will apply sanctions if a student misbehaves whilst representing the school in a sports event with another school or any other event which might affect the chance of opportunities being offered to other students in the future.

The school would take action if a student harassed a member of staff or student off school premises, including through the internet.

## **Uniform**

It is the policy of the school that uniform should be worn by all students throughout Years R–6. The uniform supports the ethos of the school and helps to instil discipline and pride in appearance in students. The standard uniform is set out below:

### **SCHOOL UNIFORM**

#### **SCHOOL WEAR**

Plain dark socks

Black sturdy shoes (not trainer style, mules, canvas or uggs)

Plain external coat (no hoodies)

Hair – one natural colour. Appropriate hairstyle e.g. no shaved patterns/motifs in hair.

#### **SPORTS KIT**

White polo shirt with collar (girls) \*

White polo shirt no collar (boys) \*

Navy blue shorts (both) \*

Navy blue Rugby shirt \*

Navy blue sports socks with sky trim \*

Trainers – indoor and outdoor (not fashion pumps)

Black/navy (preferred) swimming costume/trunks, hat and towel

Optional extras e.g. Football boots/moulds, tracksuit bottoms, hoodie (navy)

Compulsory - shin pads, mouthguards.

#### **JEWELLERY**

2 small earrings in each ear (max) – no other body piercings allowed.

Small chain necklace

Watch

One ring on each hand (max)

1 charity bracelet (as chosen by Student council)

*Please note: all jewellery must be removed for PE lessons*

## **EQUIPMENT**

School bag, 2 Black/blue pens, pencil, rubber, ruler, calculator and books as and when required.

**\*Selected school uniform and sports kit is for sale from**

The school retains the right to assess individual appearance and garments as inappropriate
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## **Bullying**

Bullying can be:

Physical from deliberate pushing and jostling to assault.

It can also involve theft or damage to the victim's property.

Verbal this often takes the form of name-calling, which can be face to face or by mobile phone calls, texts or e-mails.

Students should keep and pass on any such texts or e-mails.

Bullying can be a one-off incident or a sustained campaign.

Bullying at WPNS will not be tolerated – Please see Anti-Bullying Policy, Ant-Racist Policy and the Anti-Homophobic Policy.

## **Work, Attitude, Contribution to School Life**

### **In Every Lesson at Wells Next The Sea Primary and Nursery School**

	<b>In every lesson:</b>	<b>In every lesson students will:</b>
1	The learning objectives will be shared and put in context	Take note of the learning objectives
2	Behaviour for Learning objectives will be made explicit	Focus on their own behaviour for learning
3	Learning will form part of a coherent programme of study	Be organised, bringing the necessary equipment and planner
4	Seating arrangements are at the discretion of the teacher	Follow the seating arrangements set by the teacher
5	The Positive Behaviour Management Policy will be followed	Follow the School Code of Conduct
6	Health and Safety rules will be clear	Follow health and safety rules
7	Homework will be set in accordance with school policy	Submit homework on time and to the best of their ability
8	Learning will be challenging	Strive to do their best
9	Work will be differentiated	Ask for help when necessary
10	Praise and House points will be allocated for positive contributions	Respect the views and efforts of others
11	Students will be made aware of their Assessment for Learning targets and how to be an Outstanding Learner	Know their Assessment for Learning targets. Demonstrate qualities of Outstanding Learners
12	There will be an opportunity to review learning and assess progress	Reflect on what they have learnt and assess progress.

## **Consultation Student Voice**

The consultation of students is an important recent duty which reflects children's rights under Article 12 of the United Nations Convention on the Rights of the Child. It will also help us to meet the National Healthy School's Standard criteria on allowing children a voice in matters that affect them.

- . It is our policy to regularly involve students in the appointment of new teaching staff .
- . We aim to seek student opinion from whole year groups from time to time over both pastoral and academic issues.
- . We organise the election every year of Form Representatives to reflect Student Voice.

## **Parents/Guardians**

We firmly believe that consultation and partnership with parents is important. We will seek the views of our parents/ guardians at regular intervals . We aim to ask, by means of questionnaires , the opinions of our parents/guardians on how effective they think we are in a range of critical areas. The Senior Leadership Team will carefully evaluate the responses and if appropriate, steps will be taken to ensure that our standards remain at optimum levels.

## **Use of Force**

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- . committing any offence(or, for a student under the age of criminal responsibility, what would be an offence for an older student);
- . causing personal injury to, or damage to the property of, any student(including the student himself); or
- . prejudicing the maintenance of good order and discipline at the school or among any students receiving education at the school, whether during a teaching session or otherwise.

The staff to which this power applies are defined in section 95 of the Act. They are:

- . any teacher who works at the school, and
- . any other person whom the head has authorised to have control or charge of students. This

(i) includes support staff whose job normally includes supervising students such as teaching assistants, learning support assistants, learning mentors and lunchtime supervisors.

(ii) Can also include people to whom the head has given temporary authorisation to have control or charge of students such as paid members of staff whose job does not normally involve supervising students(for example catering or premises- related staff) and unpaid volunteers( for example parents accompanying students on school- organised visits).

(iii) Does not include prefects.

The power may be used where the student (including a student from another school) is on school premises or elsewhere in the lawful control or charge of the staff member (for example on a school visit).

There is no legal definition of when it is reasonable to use force. That will always depend on the precise circumstances of individual cases. To be judged lawful, the force would need to be proportion to the consequences it is intended to prevent. The degree of force should be the minimum needed to achieve the desired result. Use of force could not be justified to prevent trivial misbehaviour. However, deciding whether misbehaviour is trivial also depends on circumstances. For example, running in a corridor crowded with small children may be dangerous enough not to be regarded as trivial.

## **Complaints Procedure**

The Local Education Authority has established a procedure for considering complaints from parents relating to the school curriculum the charging and remissions policies of schools and religious education and collective worship. It is hoped that parents would raise any concerns they might have about such matters with the Headteacher in the first instance. If parents wish to make a formal complaint, however, details of the procedures available can be obtained from the Headteacher or from the Local Education Authority