

Wicklewood Primary School and Nursery



Policy for School Behaviour and Discipline

Responsible Person

The person for the updating of this policy is: The Headteacher

Review and Monitoring

This policy will be reviewed annually by the raising standards committee.

Reviewed:

Signed: Peter Meacock (Chair of committee)

Date: 1.11.17

Signed: Julia Brooks (Headteacher)

Date: 1.11.17

Next Review due: Autumn 2018

Safeguarding

This policy should be read together with the policy for Keeping Children Safe in Education and if any behaviour that may raise safeguarding concerns should be referred to the Senior Designated Professional.

Aims

- To develop an approach to behaviour management supported and followed by the whole school community, parents, teachers, children and governors, based on a sense of community and shared values
- By applying positive policies to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property)
- To encourage good behaviour rather than to simply punish bad behaviour by providing a range of rewards for children of all ages and abilities, such as "A Note from my Teacher to go home" with the child.
- This will be linked to Investors in Pupils with children agreeing on a promise for how their classroom will be; working hard to make their class the best it can be and showing Care, Courtesy and Consideration. Each class to have their own internal reward system eg. marbles in a jar.
- To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow
- To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour

This policy should be read in conjunction with the Anti-bullying policy, the Lunchtime policy and the E-Safety policy.

Wicklewood Primary School Code of Conduct

Our behaviour and discipline policy begins with the school's code of conduct:

- All members of the school community are asked to respect each other
- All children are expected to respect their teachers, other adults and fellow pupils
- All children are expected to respect their own and other people's property and to take care of books and equipment
- Children are asked to be well-behaved, well-mannered and attentive
- Children should walk (not run) when moving around school.

- Children should walk in quietly from break and should be expected to sit in silence in assembly.
- If a child has a grievance against another child, it must be reported to a member of staff who will deal with the matter- Playground Friends (on duty at break and lunch time) can be a first point of contact for a child experiencing difficulties.
- Physical violence is not acceptable for any reason, neither is retaliation. Repeated or serious incidents will lead to exclusion
- Foul or abusive language must not be used
- Children must not bring sharp or dangerous instruments to school, or any potentially dangerous items
- The expectation is that children will wear the correct school uniform (as detailed in the school brochure). Jewellery should not be worn in PE (pierced ear studs to be covered); at other times, studs for pierced ears and watches may be worn.
- All members of our school community should be aware of and strive to achieve the aims of our Code of Conduct: **Care, Courtesy and Consideration** and to be aware of the school motto: **Be the best you can be.**
- Schools have the statutory power to screen and search pupils whom they suspect may be carrying prohibited items and to remove such items if found. (Refer to Screening, Searching and Confiscation: Advice for Head Teachers Staff and Governing Bodies)

This code of conduct has been formulated with the safety and well-being of the children in mind, and to enable the school to function effectively as a place of learning.

Good Behaviour Incentive Scheme

A major aim of the school policy is to encourage children to practise good behaviour by operating a system of praise. It is based on the principle that good behaviour has positive consequences and unacceptable behaviour has negative consequences (sanctions). Children are encouraged to choose actions which have positive consequences. See p.2 Investors in Pupils and "A Note from my Teacher".

Children are divided up into four teams. Team events are planned into the curriculum during the year and a cup awarded to the winning team each time.

Individual certificates celebrating achievements in any area of school life are awarded to children from all classes on a weekly basis on Fridays, and their photographs are displayed on the hall notice-board for the week.

Behaviour in EYFS

Children are kept occupied with specifically planned activities which encourage good behaviours.

Reasonable and appropriate expectations are modelled by all adults in this setting. At the beginning of the year, classroom expectations are discussed with the children and then

referred to when a reminder is needed regarding specific behaviours. Rewards following these will take the form of praise and sometimes incentives. e.g stickers, prize boxes.

Any children who display unacceptable behaviour will be given one to one support, to encourage positive behaviour. Adults will monitor if the behaviour is repeated and to identify if there are triggers or patterns to why this is happening.

In all cases of misbehaviour it will be made clear to the child or children in question that it is the behaviour and not the child that is unwelcome.

Recurring problems will be discussed with parents/carers and ways to help the child move forward will be agreed in partnership with all those involved.

Whole school

In addition, each class teacher gives verbal or written praise as often as possible. Children may be sent to celebrate good behaviour and to show good work to another teacher or the head teacher, and stickers may be given or "A Note from my Teacher" to go home.

Children are also encouraged to display their achievements in and out of school in assemblies. Most children respond to this positive approach where their efforts are seen to be valued, and make considerable efforts to improve their work, and, where necessary, their behaviour.

Tackling Undesirable Behaviour

There will be times when children do not behave in an acceptable way. Children need to understand where the bounds of acceptable behaviour lie, as this is a part of growing up. The school Code of Conduct states these boundaries firmly and clearly. Staff should always use the language of choice and give children the opportunity to choose a positive way to behave. There must be time to explain what is expected and how this can be achieved.

Minor and less serious breaches of discipline are generally dealt with by the class teacher in a caring, supportive and fair manner, with some flexibility regarding age of the child, as far as sanctions are concerned.

Behaviour is centred around 3 rules in KS1 and KS2:

1. Follow instructions
2. Keep hands, feet and objects to yourself.
3. Use positive language and actions.

Warning system

1st warning given and a reminder of the rule

2nd warning - 5 minutes away from their spot (e.g. move seats or place in line)

3rd Warning - Rest of session spent away from their group or spot.

4th Warning - 15 minutes reflection time in another class

5th Warning - Go to head teacher or senior leader and phone call made home by class teacher.

Head teacher or senior leader to direct child to reflect on what they could do differently another time.

If a child does not respond to sanctions and unacceptable behaviour continues, or the breach of discipline is more serious, parents will be involved. Children may then be placed on a formal daily or weekly report system to monitor their behaviour with parents' support (see Appendix 1), or other appropriate and agreed sanctions instituted.

The school understands that any sanctions must be reasonable and, in determining the sanction imposed, must be proportionate in the circumstances. The pupil's age, any SEN or disability, and any religious requirements that may affect the pupil, must be taken into account.

Positive Handling

Relevant staff are trained in the methods advocated by "Step-On" positive handling, and approach all disciplinary incidents using approved methods: 'calm stance', 'help script', 'caring Cs- open/closed mittens'. At Wicklewood School, staff acknowledge that experiences give rise to feelings, which manifest themselves in behaviour. We recognise that we cannot control other people's behaviour, but we can influence it by controlling our own.

In all cases, staff will seek to handle difficult situations in a positive way and seek opportunities to divert and de-escalate. The aim is to provide security, safety and acceptance, allowing for recovery and repair in a positive listening debrief. We will use the CALM approach: communicate, awareness and assessment, listen and look, make safe. Where necessary, a risk assessment for an individual child will be drawn up to indicate to staff the best approach to achieve positive behaviour.

Lunchtime Supervision

At lunchtime, supervision is carried out by the Senior Mid-Day Supervisor and a team of mid day supervisors. The team supervise the eating of lunch and the use of play equipment and play areas. They will remind children of the standard of behaviour expected, using the language of choice and de-escalation techniques if required. The Senior Supervisor can refer to the class teacher, Deputy Headteacher or Headteacher if necessary.

Persistent or serious misbehaviour at lunchtime will result in loss of privileges and playtimes. Parents will be informed if there is no improvement in behaviour and the child may be excluded from the premises at lunchtime for a fixed time. This will be followed, if necessary, by permanent exclusion.

The Role of Parents

Parents can help:

- By recognising that an effective school behaviour policy requires close partnership between parents, teachers and children
- By discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement
- By attending Parents' Evenings, parents' functions and by developing informal contacts with school
- By knowing that learning and teaching cannot take place unless their child knows and is able to access appropriate behaviours for learning

- By remembering that staff deal with behaviour problems patiently and positively, using professional discretion to achieve a positive outcome for the child.
- By signing the Home School Contract, which emphasises the roles on each side.

Care and Control of Children during School

As previously stated, at all times staff encourage good behaviour through praise and rewards. We aim to ensure positive handling of children in all situations.

If there is a need for sanctions to improve behaviour or attitude, then the following may be used, depending on each child's needs. Staff use their professional discretion in deciding what is most appropriate, and the list below is neither hierarchical nor exhaustive: (see also p. 5 **Warning System**)

- Redirect to another activity
- Talk to the child – discuss what has happened
- Verbal reprimand and reminder of expected behaviour
- Discussion in groups or whole class
- Move the child from the group to work on his/her own
- Repeat work and/or send work home
- Loss of free time such as playtime (but must be supervised), or Golden Time
- Letter of apology
- Behaviour modification programme – setting targets. This may involve the School Counsellor, with parental permission.
- Remove child from the class – place with DHT/HT (if possible) or in another class
- Daily verbal or informal written report to another teacher or the Head or Deputy
- Parental involvement

Serious incidents are recorded in the Behaviour Incidents Book; bullying is recorded in the 'Bullying Records'

Incident Forms

These are used to record:

- Any incidents involving a child, or anyone employed in school which results in personal injury or damage to property
- Loss, theft, or damage to property

- Any other incidents or matters of a serious nature

These incidents are ones which may give rise to disciplinary or legal action or become a matter of public interest (for example confrontational incidents, absconding etc).

Incident forms should be used, recording all details, and are available from the office.

Behaviour Incident Book

This is used to record significant disciplinary measures taken by a member of staff against a child. Exclusion must always be recorded. These records are not for minor incidents in day to day classroom management but for serious occurrences of challenging behaviour, but it may be used to record patterns of behaviour.

Intervention Requiring Physical Restraint

If a child violently attacks another child or adult and does not respond to requests to calm down, then physical restraint may be necessary. This will be done using "Step-On" methods.

The child should be removed from the situation as soon as possible and taken to the Headteacher or Deputy Headteacher (whoever is the nearer) who will take immediate action to involve parents. If a child runs away following an incident, he should be followed at a distance and monitored whilst being allowed time and space to calm down.

All actions taken must be reasonable, proportionate and necessary. We seek to avoid injury to self, to others

An incident form should be filled in and the situation discussed with the Headteacher or Deputy Headteacher.

The Headteacher or Deputy Headteacher will work with the member of staff and parents to devise an action plan to meet that child's needs. This may include the involvement of other agencies – social services, psychological service etc.

Behaviour Modification

At Wicklewood School, most children behave well. There are, however, occasions when individual children exhibit behaviour which is unacceptable. As part of the approach within our discipline policy of rewards and sanctions, we use behaviour modification strategies to change individual children's behaviour. These are used by all staff where they are felt to have a positive effect.

Each child is different, so it is important that the cause of the behaviour is investigated and plans made to meet individual needs.

A wide range of rewards are used to reinforce positive behaviour. These can include:

- Change in classroom organisation
- Using different resources/withdrawal support (depending upon availability of funds)

- Rewards of stars/smiley faces on work, on charts and in special books
- Use of certificates, special stickers for such things as listening, being kind, helpful, staying on task etc
- Sharing good behaviour with other children/other classes
- Presentation of Commendation or special mention in Friday Assembly
- Involving parents when it is appropriate

By using a positive system of rewards, and reinforcing good behaviour, we strive to help children to feel good about themselves.

Procedures for Dealing with Major Breaches of Discipline and Challenging Behaviour / Exclusion (see Annex A and B)

Major breaches of discipline include physical abuse or assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work and defiance. . Such incidents may be recorded on an Incident Report and are kept by the Head teacher.

This type of behaviour is generally rare and it is the responsibility of the Headteacher or the Deputy Headteacher who will deal with it using the standard procedure as set out below.

- A verbal warning by the Headteacher or Deputy Headteacher as to future conduct
- A meeting with parents, and explanation of what will be the next stage unless there is an improvement in the child's behaviour
- If the problem is severe or recurring then exclusion procedures are implemented and the Chair of Governors and the other relevant authorities are informed.
- A case conference involving parents and support agencies may be arranged.
- Permanent exclusion after consultation with the Governing Body and the LA
- Parents have the right of appeal to the Governing Body against any decision to exclude

Behaviour that could prompt a fixed term exclusion or a permanent exclusion is listed. The exact circumstances that trigger such an exclusion will be specific to each incident and every eventuality cannot be listed:

- Disruptive behaviour in which there is a risk of injury to the child, other children and/or staff.
- Aggressive behaviour in which property is damaged.
- A total refusal to comply with school discipline and/or repeated violence or verbal abuse.

Annex A

National standard list of reasons for exclusions

PP	Physical assault against a pupil
PA	Physical assault against an adult
VP	Verbal abuse/threatening behaviour against a pupil
VA	Verbal abuse/threatening behaviour against an adult
BU	Bullying
RA	Racist abuse
SM	Sexual misconduct
DA	Drug and alcohol related
DM	Damage
TH	Theft
DB	Persistent disruptive behaviour
OT	Other

This list provides descriptors of reasons for exclusions and the main reason for exclusion should be used on the electronic reporting form. The 12 categories should cover the main reasons for exclusions and the 'other' category should be used sparingly. The further detail suggesting what the descriptors cover should be used as a guide and this list is not intended to be used as a tick-list for exclusions.

In reaching a decision on whether to exclude, head teachers need to refer to the Department's guidance published in January 2003, entitled *Improving Behaviour and Attendance: Guidance on Exclusion from School and Pupil Referral Units*.

Physical assault against pupil

Includes:

- Fighting
- Violent behaviour
- Wounding
- Obstruction and jostling
-

Physical assault against adult

Includes:

- Violent behaviour
- Wounding
- Obstruction and jostling
-

Verbal abuse / threatening behaviour against pupil

Includes:

- Threatened violence
- Aggressive behaviour
- Swearing
- Homophobic abuse and harassment
- Verbal intimidation

- Carrying an offensive weapon

Verbal abuse / threatening behaviour against adult

Includes:

- Threatened violence
- Aggressive behaviour
- Swearing
- Homophobic abuse and harassment
- Verbal intimidation
- Carrying an offensive weapon

Bullying

Includes:

- Verbal bullying
- Physical bullying
- Homophobic bullying
- Racist bullying

Racist abuse

Includes:

- Racist taunting and harassment
- Derogatory racist statements
- Swearing that can be attributed to racist characteristics
- Racist bullying
- Racist graffiti

Sexual misconduct

Includes:

- Sexual abuse
- Sexual assault
- Sexual harassment
- Lewd behaviour
- Sexual bullying
- Sexual graffiti

Drug and alcohol related

Includes:

- Possession of illegal drugs
- Inappropriate use of prescribed drugs
- Drug dealing
- Smoking
- Alcohol abuse
- Substance abuse

Damage

Includes damage to school or personal property belonging to any member of the school community:

- Vandalism
- Arson

- Graffiti

Theft

Includes:

- Stealing school property
- Stealing personal property (pupil or adult)
- Stealing from local shops on a school outing
- Selling and dealing in stolen property

Persistent disruptive behaviour

Includes:

- Challenging behaviour
- Disobedience
- Persistent violation of school rules

Other

Includes incidents which are not covered by the categories above, but this category should be used sparingly

Annex B





