

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 Governing Body.

Reviewed:

Signed: M. Talbot (Chair of Governors)

Date: Autumn 2020

Signed: Julia Brooks (Headteacher)

Date: Autumn 2020

Next Review due: Autumn 2021

Safeguarding

This policy should be read together with the school Safeguarding Policy and any behaviour that may raise safeguarding concerns should be referred to the Designated Safeguarding Lead.

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 by providing a range of rewards for children of all ages and abilities.
- 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.
- To encourage children to make the right choices.

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

Our expectations

Always remember;

- to say 'please' and 'thank you'.
- there is a time to talk, a time to listen and a time to think. (Me, you, who?)
- to walk around the school (awesome walking).

These rules have 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.

In light of COVID 19, the school will follow the Guidance to Support Positive Behaviour (Norfolk County Council, May 2020) and an additional Annex has been added to this policy (Annex C – page 12) in response to this.

All members of our school community should be aware of, and strive to, achieve the aims of the school motto: **Be the best you can be.**

- 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.
COVID 19 UPDATE: Trainers will be allowed whilst the school is responding to COVID 19.
- If a child has a grievance against another child, it must be reported to a member of staff who will deal with the matter. 'All Star Peer Mentors (on duty at break and lunch time) can be a first point of contact for a child experiencing difficulties.
- Foul or abusive language must not be used.
- Physical violence is not acceptable for any reason, neither is retaliation.
- Children must not bring sharp or dangerous instruments to school, or any potentially dangerous items. Schools have the statutory power to 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)

Behaviour in class

Children learn with specifically planned activities which encourage good behaviours.

Reasonable and appropriate expectations are modelled by all adults. At the beginning of the year, 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 additional 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.

Class teachers give verbal or written praise as often as possible. Children may also be sent to celebrate good behaviour and to show good work to another teacher or the head teacher.

Children are also encouraged to display their achievements in and out of school in **(virtual during COVID)** assemblies and via the newsletter. 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.

Celebrating success

Individual certificates celebrating achievements in any area of school life, as well as certificates to celebrate children demonstrating their understanding of the half term's value, are awarded to children from all classes on a weekly basis on Fridays, and their certificates are displayed for the week.

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. 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.

If a child does not respond to sanctions and unacceptable behaviour continues, or the breach of discipline is more serious, the headteacher and parents will be involved. The school understands that any sanctions must be reasonable and, in determining the sanction imposed, must be proportionate to 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 Primary School and Nursery, 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.

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

Lunchtime Supervision

At lunchtime, supervision is carried out by the Senior Midday Supervisor and a team of play leaders. 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 Learning Reviews, 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.

Serious Incidents

These are recorded in the Behaviour file which is kept in the Headteacher's office.

Incident forms 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).

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, they 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 ourselves and to others.

An incident form should be recorded on CPOMS and shared with the 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.

Recording of Exclusions

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. The decision to exclude must be lawful, rational, reasonable, fair, and proportionate.

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 twelve 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 'Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion', September 2017.

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

Peer on Peer Abuse

Includes:

- Domestic abuse – physical, emotional, sexual and/or financial abuse, and coercive control
- Sexual exploitation
- Serious youth violence – wounding with intent and grievous bodily harm.
- Harmful sexual behaviour – young people displaying sexual behaviours that are outside of developmentally 'normative' parameters.

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

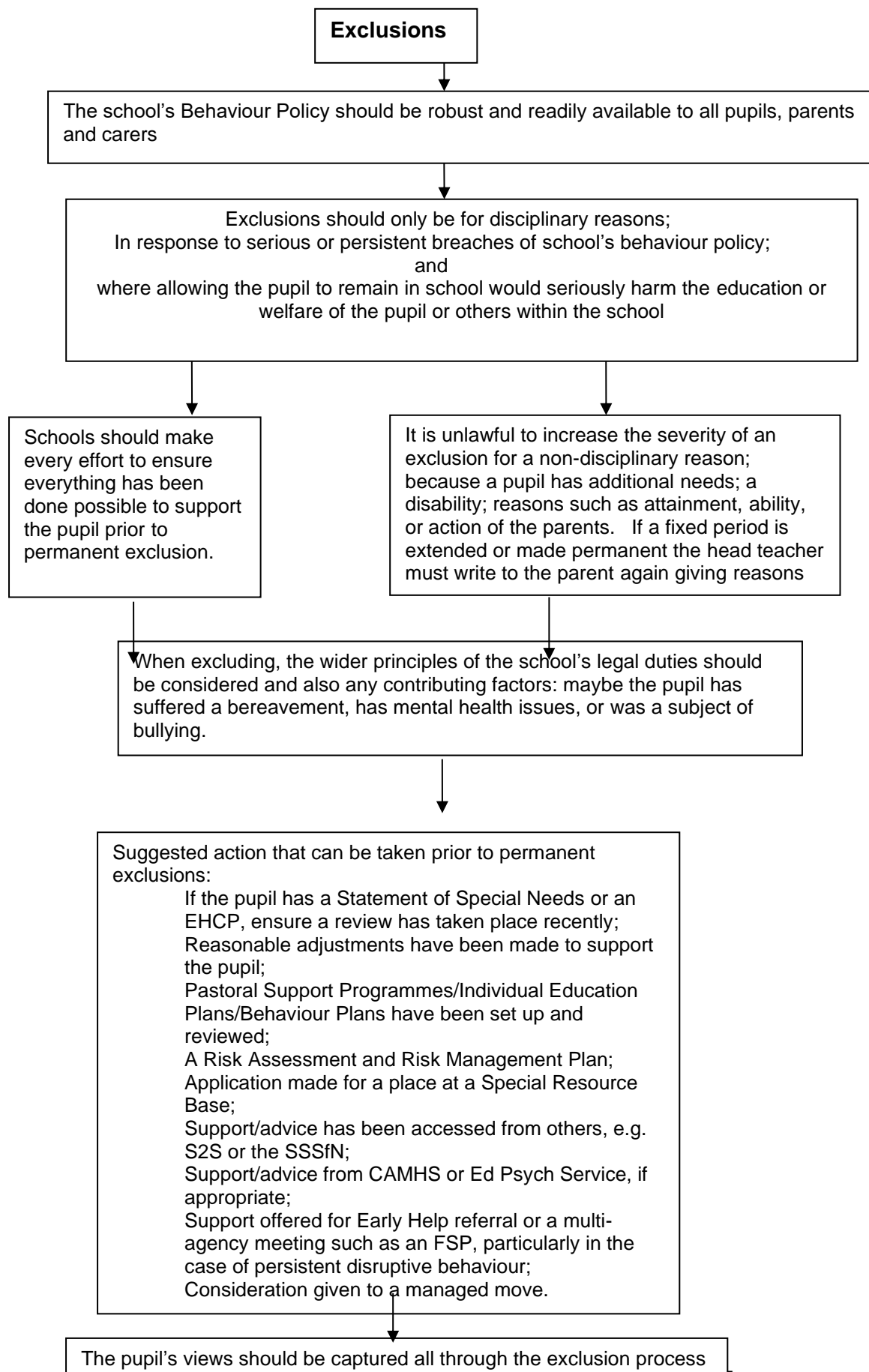
Includes:

- 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



If pupil is excluded in a morning session the exclusion takes effect from that afternoon. Notice must be given to parents without delay; and if compulsory school age, by the end of the morning session.

Head teacher or acting head decides to exclude permanently

It should only be in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

If pupil is excluded at the end of afternoon session exclusion takes effect from the next school day. Notice must be given to parents without delay; and if compulsory school age by the end of the afternoon session.

If pupil is provided with alternative provision meeting all regulation requirements before the 6th day, they are marked on the school register under code B (Education off site)

Notify the parent **without delay** ideally by telephone, followed by a letter. Notice must be in writing and state all the required facts in the guidance

Governing body and the LA must be informed **without delay** and the 'home' LA if different

If pupil is not provided with alternative provision until the 6th day, they should be marked absent on the school register using code E (Exclusion)

Provision must be made by the LA from the 6th school day of exclusion

If any exclusion would result in the pupil missing public examination, the governing body should try to meet before the date of the examination.

The governing body must convene a meeting within 15 school days to consider the exclusion. The governing body must invite the parent, pupil, head teacher and (if a maintained school) an LA Officer at a mutually agreed time. Academies can invite the LA Officer to attend. Supporting evidence should be circulated as far as possible at least 5 days before the meeting, including written statements, witness statements and capturing the excluded pupil's views and a list of attendees.

At maintained school (and academies with permission) the governing body may ask the LA Officer for advice and the LA Officer can ask questions and make representations, but the governing body must make its decision alone, asking the other parties to withdraw. Only the clerk may stay.

The governing body must inform the parent, the head teacher and the LA Officer of its decision in writing **without delay** stating the reasons. They must also state the last date for lodging an application for a review (this will be 15 school days after the date the letter is received by parents) and explain that the grounds for the review must be set out in writing, requesting a Special Education Needs expert if required. A copy of the letter should be placed on the pupil's school record, with copies of relevant papers and minutes kept in Governors' confidential files

If the parent makes an application for a review within the time limit, the review should be held within 15 days after the day on which the review is lodged. The review panel considers the case and has only three options: uphold the exclusion; recommend the governing body reconsider their decision; or quash the decision and direct that the governing body considers the exclusion again.

If the governing body's decision is upheld, the pupil is removed from the admission attendance register only after the review process has been completed

ANNEX C (as a response to COVID)

Adaptation of the physical environment as well as the social and emotional environment to support pupils

AUTUMN TERM

- Wellbeing of all children as a priority
- Additional break times to ensure children have the opportunity to step outside of the formal structure of lessons
- Outdoor learning opportunities identified
- Forest School for year 6

Adaptation of curriculum

- Staff will monitor children's attitudes to school and their learning. Where children are finding it a struggle to engage staff will make the necessary adaptations to accommodate this. For example – instructions are simplified; work is remodelled; additional resources and / or support are provided.

School routines and expectations

- Parents are informed of the changes to the school day
- Children have clear explanations given to them about their daily routine
- Staff will model exemplary behaviours
- School values are reiterated and reinforced on a daily basis
- School and class assemblies will focus on the school values

Hygiene expectations

- Parents, staff and children are aware of the hygiene expectations
- Signage around the school encourages social distancing; 'Catch it, bin it, kill it'; and hand sanitising stations are clearly labelled
- Short videos are shown

Physical and activity breaks

- Additional, but shorter, breaks have been timetabled, with all children having their own play space bubble
- Staff are aware that initially children may find it difficult to concentrate for sustained periods of time, therefore will allow additional breaks for individuals / groups / whole class as appropriate.

Expectations for not sharing equipment

- Key Stage 2 children will have individual pencil cases to ensure that they do not share equipment
- PE equipment and musical instruments are year group specific.
- EYFS provision – parents have been informed that social distancing is not possible for these children and they will be sharing equipment within the bubble.
- Staff will reinforce on a regular basis the importance of not sharing equipment and encouraging a responsible approach to this (excluding EYFS provision).

Provision for children with SEN, alongside the Equality Act

- All strategies will be considered for managing risk and reasonable adjustments will be made to support communication and interaction; cognition and learning; social, emotional and mental health difficulties; and sensory and/or physical needs.
- This policy should be read in line with the SEN Information Report.