

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 2021

Signed: Julia Brooks (Headteacher)

Date: Autumn 2021

Next Review due: Autumn 2022

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 our ten school values – Respect; Responsibility; Courage; Happiness; Friendship; Honesty; Self Belief; Acceptance; Thoughtfulness; and Understanding.

These values 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 E) 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.

- 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)

Celebrating success / Rewards

Individual certificates celebrating achievements in any area of school life, as well as certificates to celebrate children demonstrating their understanding of the values, are awarded to children from all classes on a weekly basis on Fridays, and their certificates are displayed for the week in the school hall (when assemblies resume).

In class children

- will be awarded a 'positive point' for effort and demonstrating school value – positive points could be rewarded for a piece of work but this is not expected to be recorded in their books.
- these will be recorded across the week in class using a class chart.
- at the end of the week this will be added to an excel document, to track across the year and passed up from one class to the next.
- Once children receive a certain number they will receive a school award of bronze badge (100), silver badge (300), gold badge (600), platinum (1000).

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/positive points and sometimes incentives. e.g stickers, prize boxes.

Any children who display unacceptable behaviour will be given additional support, to encourage positive behaviour. (See table of procedure to follow on page 5) 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.

Signals

At Wicklewood Primary and Nursery we use our Read, Write Inc signals to demonstrate routines.

These include:

- Team stop signal (hand up and everyone else stops and listens).
- Silent signals when children are preparing to leave the classroom:
- My turn/your turn (hand on chest; hand to class)
- 1 finger – stand up in silence
- 2 fingers – tuck your chair in
- 3 fingers – line up in silence

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. See table on next page for procedure.

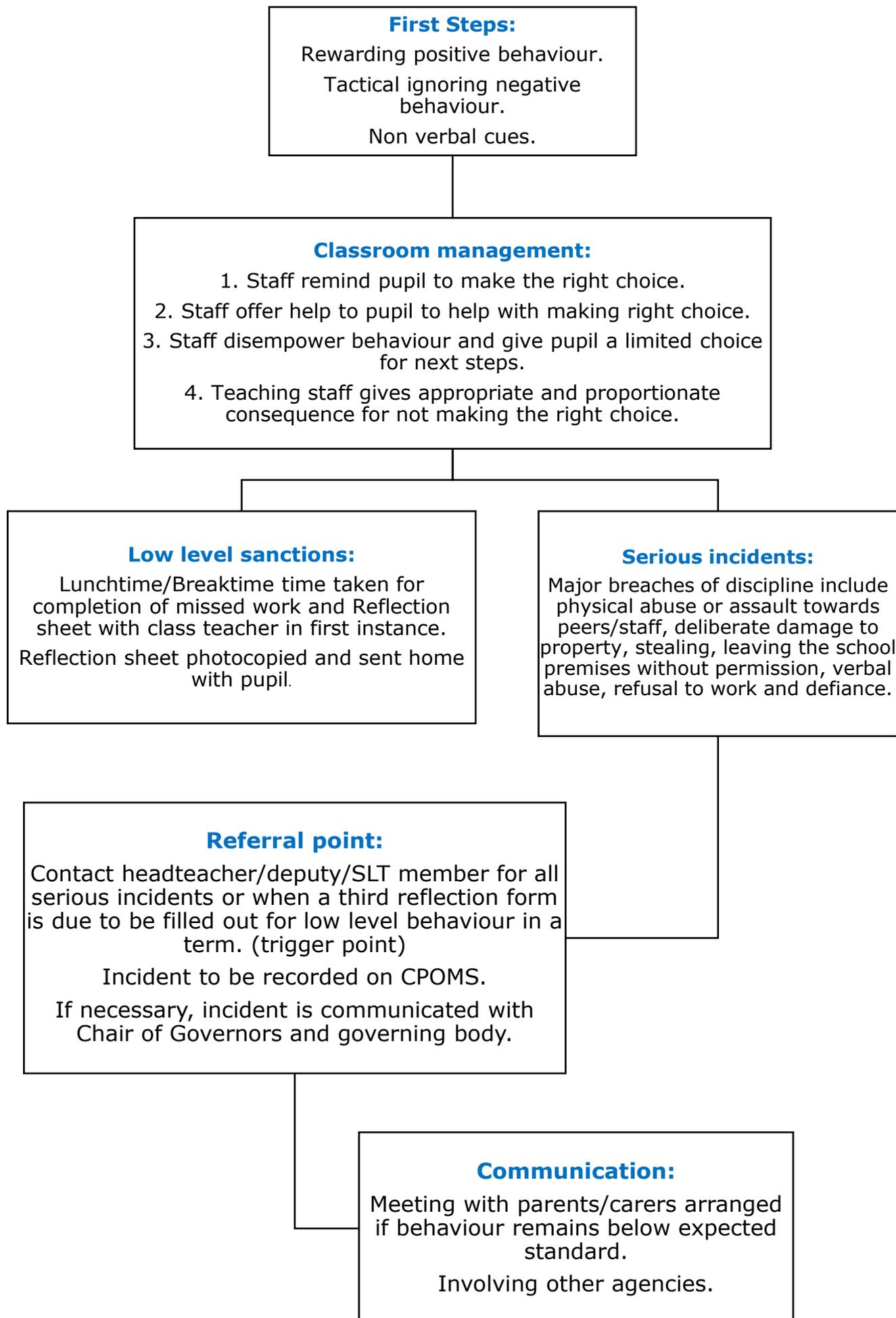
If a child does not respond to sanctions and unacceptable behaviour continues, or the breach of discipline is more serious, the headteacher and parents will be involved. The school understands that any sanctions must be reasonable and, in determining the sanction imposed, must be proportionate to the circumstances. The pupil's age, any SEN or disability, and any religious requirements that may affect the pupil, must be taken into account.

When staff see a child about to have a critical situation, they will use a de-escalation script that is as follows:

- (Pupils name)
- I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and.....

Further information can be found in Annex B.

Managing Behaviour in class



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 four positive steps approach;

1. Positive phrase (eg. Come and sit near me for a story / You need to finish your work by playtime)
2. Limited choice (eg. You can start with the picture or the writing / You can sit on the chair or the bean bag)
3. Disempowering behaviour (eg. You can listen to the story from there / I know it is difficult to get started and we are here to help)
4. Consequence (eg. You will need to stay behind to finish your work / We will check that you understand the story before you go out to play). A reflective sheet will also be completed. The teacher, headteacher or deputy will supervise this. A copy will go home to the parents. (See Annex A)

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.

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 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 on CPOMS and in the Behaviour file which is kept in the Headteacher's office.

CPOMS and OSHENS is used to record:

- Any incidents involving a child, or anyone employed in school which results in personal injury.
- 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). Additional paperwork (ie. emails or CPOMS reports) may also be recorded in the behaviour file.

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. (See Annex B)

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.

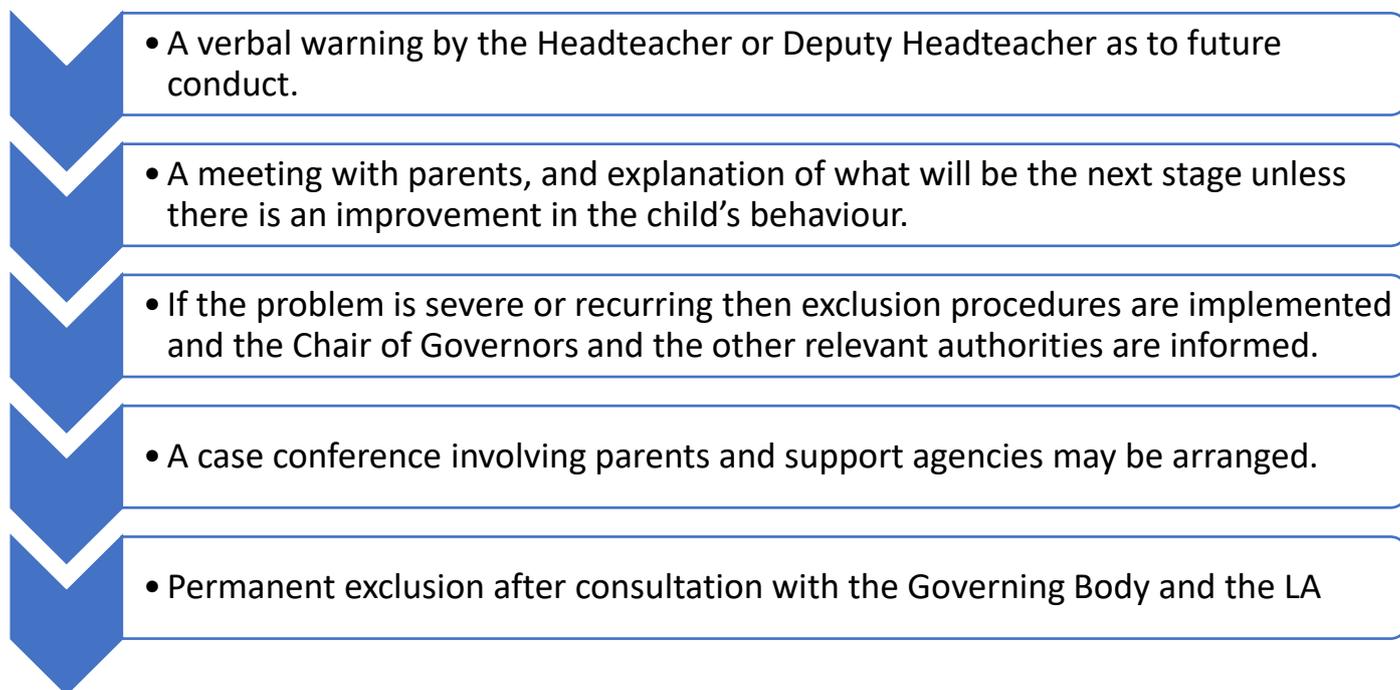
Recording of Exclusions

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 C and D for more detail)

Major breaches of discipline include physical abuse or assault towards peers/staff, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work and defiance. Such incidents will be recorded on CPOMS.

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. This may involve one or more from the list below:



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.1- Behaviour reflection sheets.

**A TIME TO REFLECT ON MY BEHAVIOUR
AND THINK ABOUT THE SCHOOL VALUES**



Name

Class

What I did

.....
.....

What school rule / value I broke

.....
.....

Why I did it (my explanation)

.....
.....
.....

What I think I should do to put it right

- 1)
- 2)
- 3)

Signed (pupil)

Date

Signed (teacher)

Date

ANNEX A.2- Behaviour reflection sheets.

**A TIME TO REFLECT ON MY BEHAVIOUR
AND THINK ABOUT THE SCHOOL VALUES**



Name

Class

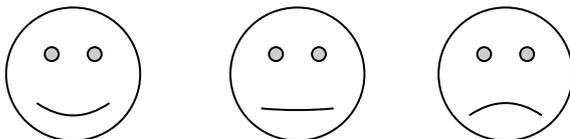
What I did

.....
.....

How I feel



How the other person feels



How my family will feel



How to put it right

Signed(teacher and pupil)

Date

ANNEX B- De-escalation strategies and Positive Handling

All staff as of October 2021 have been trained in the 'Norfolk Step-On' Training programme. As a result, we recognise and fully understand that not all children choose to behave the way they do 'consciously'. Some children, as a result of their experiences, have developed subconscious behaviours. With such children, external discipline will not always work – in fact it is often unlikely to, and when it does, only results in a short term change. Our aim as a school with such children is to empower them with internal discipline.

In essence, subconscious behaviours are behaviours that choose us. These are based on anxiety, fear, frustration, confusion etc. These can also be medical, habitual, entrenched and learned behaviours. With such behaviours, it is important to be sure of what happens before, during and after situations, or 'crises'. We have an understanding of the 'Roots and Fruits' background to these behaviours. Some examples from the Norfolk Steps Training materials are:

ANNEX B.1 Roots and Fruits

Name	
Supporting Staff	
Date	
Review Date	

Anti-social / difficult / dangerous behaviours

Pro- social

- Throwing objects
- Running away
- Screaming
- Grabs toys
- Biting peers and/or adults
- Hitting others

- Plays with or alongside friends
- Walks indoors
- Engages in 1-1 time with adult
- Sharing toys with friends
- Tells an adult when sad
- Uses kind hands

Anti-social / negative feelings

Pro-social / positive feelings

- Helpless
- Anxious
- Blamed
- Shamed
- Worried
- Bored
- Irrelevant
- Rejected
- Uninspired
- Hungry

- Valued
- Involved
- Inspired
- Safe
- Fed and well
- Supported
- Needed

Anti-social / negative

Pro-social / positive

- Failure
- SEND
- Inconsistent boundaries (family)
- Parents recently divorced
- Friendship rejection
- Blamed/shamed by other parents
- Unprepared change of routine i.e. key person ill, changed who picks up etc
- Poor attendance/lateness

- Specific praise
- Differentiation in class
- Recognition
- Responsibility
- Consistent boundaries/responses from adults
- Visual timetable
- Social story work
- Some 1-1 work

ANNEX B.2 - Before a crisis develops

With such behaviours, children are more likely to exert behaviours that could result in harm to themselves, other children, or property. As such, we at Wicklewood Primary School and Nursery will use de-escalation strategies with such children to prevent that from happening.

The sequence for such behaviours will be:

Positive Phrasing

'Come join us for a story'

Limited Choice

'Would you like to sit on the chair or bean bag for the story?'

Disempowering the behaviour

'You can listen to the story from there!'

Consequence

'I will talk to you about that after the lesson, and we'll discuss what the consequence will be for you.'

We will avoid negative phrasing such 'don't be silly' or 'get in here now'.

We will also be mindful of our body language in such situations.

Escalating body language includes being inside of an outstretched arm, too close, toe to toe, eye to eye, blocking the path, aggressive gestures, or being overbearing.

De-escalating body language includes being outside of an outstretched arm, sideways stance, leaving an open door, relaxed hands, managing height.

When staff see a child about to have a critical situation, they will use a de-escalation script that is as follows:

- (Pupils name)
- I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and.....

With children who are known to the school to require such intervention on a regular basis will have a Risk Reduction Plan.

ANNEX B.3 - During a crisis

Section 93 of the Education and Inspections Act 2006 - Harm prevented

This enables staff to use reasonable force to prevent a pupil from:

- Committing a criminal offence
- Causing personal injury or damage to property
- Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school whether during a teaching session or otherwise.

All photos are from the Norfolk Steps Training Materials

a. De-escalation stance

- Outside personal space
- Sideways position
- Open hands
- Soft knees
- Feet shoulder width apart
- Repeat de-escalation script

De-escalation Stance



b. Guiding and Escorting

Open Mitten

- Fingers together
- Thumb away from fingers
- Palms parallel to floor
- The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice

Open Mitten



Closed Mitten

- Flat hand
- Fingers and thumb together
- The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice.

Closed Mitten



Supportive Hug

- Hip in, head away
- Side to side stance
- Closed mittens
- Hand on each shoulder
- Use 'de-escalation script'

Supportive Hug



Supportive Arm

- Hip in, head away

- Closed mitten
- One hand on shoulder
- One hand cupped around arm between elbow and shoulder

Supportive Arm



Open Mitten Guide

- Open mitten hand
- Guiding just above the elbow
- Adult positioned slightly behind with extended straight arm

Open Mitten Escort

- Open mitten hands
- Child's elbows close to the body
- Guiding above elbows
- Arm across upper back
- Hip in, head away
- The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice.

Escorting – Open Mitten



ANNEX B.4 - After a Crisis

After such a crisis, children will be given the opportunity to reflect on their behaviour, repair any damage and restore any relationships.

A restorative approach focuses on the harm that has been done and how it can be repaired, uses the conflict to reveal feelings and needs, and through discussion ensures conflict is likely to happen again.

More simply, it involves asking

- What happened?
- What were people thinking and feeling at the time?
- Who has been affected and how?
- How can we put right the harm?
- What have we learnt so as to make different choices next time?

Restorative questions might include

- What would you like to happen next?
- How can we move forward?
- How are you going to be friends again?
- If everything was going to be alright again, what do we need to do?
- How can you put this right?
- What would your dream solution be?
- If it was your job to make this better what would you suggest?
- How can we all make it OK for you to go back to class?
- What do you think "....." might need?

As such, children will still have a consequence to their behaviour, but through the reflect, repair, restore technique they will identify that themselves, and thus contribute to improving their internal discipline.

ANNEX C

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

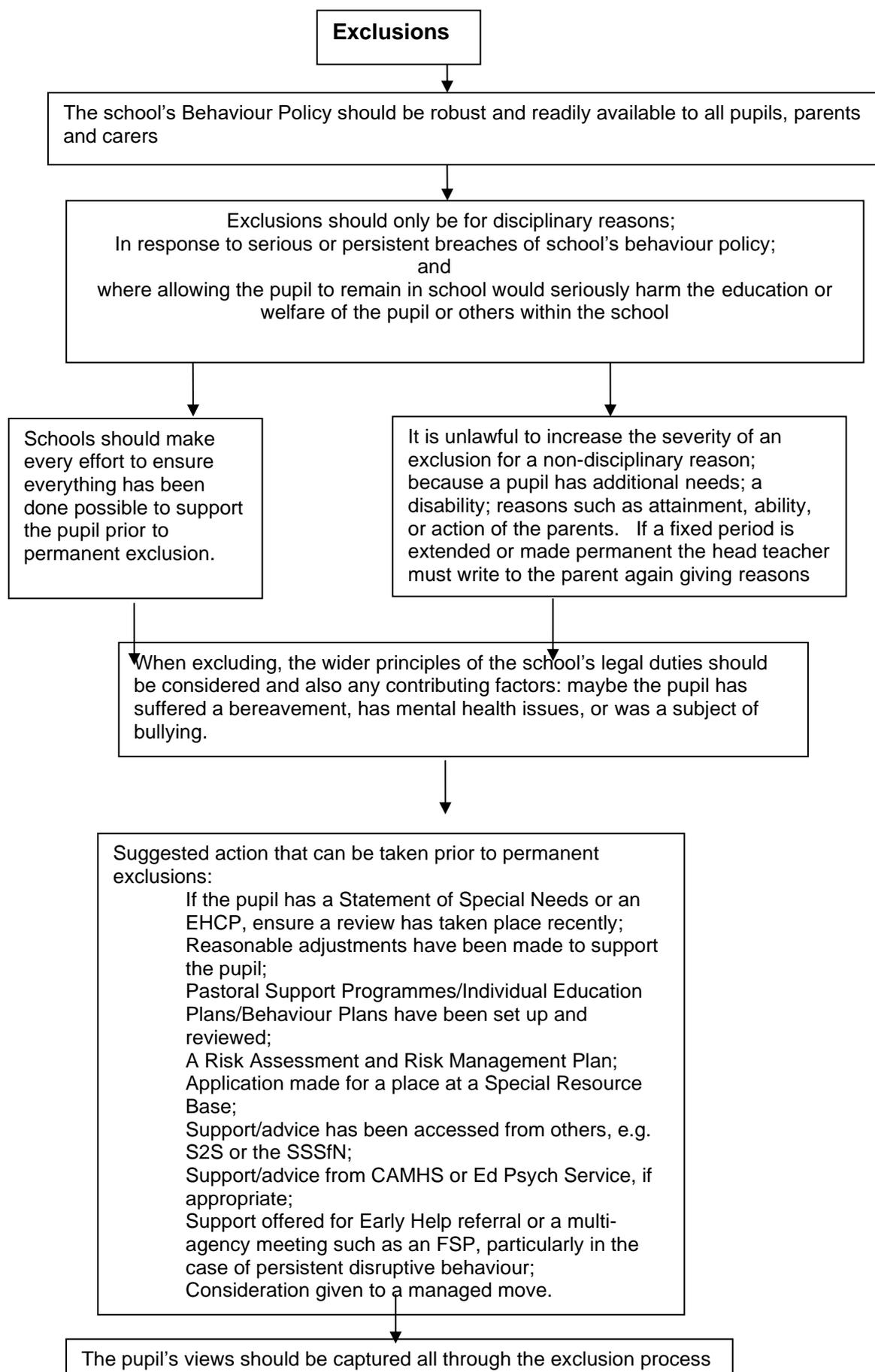
Includes:

- 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 D



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 E (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.