



WHEATLANDS PRIMARY SCHOOL

Behaviour and Discipline Policy



Written: October 2017
Reviewed: March 2018 & November 2020

“Good behaviour is a necessary condition for effective teaching and learning to take place and an important outcome of education which society rightly expects.”

Our policy is based on the belief that:

- Good behaviour is not automatically learned but needs to be taught and supported by parents.
- Classroom behaviour can change and that we as teachers can assist children to manage their behaviour more effectively.
- A child with problems is the school's problem not an individual teacher's problem.

Aims

- It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all.
- For staff to project themselves as good role models, co-operating and supporting one another, and treating colleagues and children with courtesy, consideration and respect.
- To promote an environment where everyone feels happy, safe and secure.
- To use The Wheatlands Promise as a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.
- For staff to have a high standard of pupil expectation in all aspects of work.
- For staff to try to raise the levels of childrens' self-esteem.
- To provide a varied range of teaching and learning styles to suit the needs of all children.
- To provide an attractive, tidy learning environment with quality resources.
- To track pupil progress, set challenging though achievable targets and support children in achieving them, so that children know their efforts are valued and that progress matters.
- To encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness.
- To make provision for a happy working atmosphere in school by promoting the pastoral care of children, with staff giving support and guidance to each individual child.
- To consistently and fairly implement reward and sanctions systems.
- To encourage school/parental partnership, to promote children's education and maintain standards of behaviour.

Other relevant documentation: Anti Bullying Policy, Special Needs Policy, Attendance Policy, Marking Policy, Home-School Agreement.

Our purpose is:-

- to maintain levels of good behaviour
- to provide a consistent approach in rewarding good behaviour
- to provide a consistent approach in responding to unacceptable behaviour
- to develop an ethos of kindness and cooperation
- to promote good behaviour through positive reinforcement.

The Teacher's Role

Teachers need to establish consistent levels of acceptable behaviour with the support of parents, governors and the management team. Positive expectations, praise and reward are the key to successful classroom management. Pupils need to know how to make good choices. They need to

receive consistent positive encouragement as means of motivation. Staff need to catch children being good at every opportunity.

Teacher's need to recognise that effective conditions for learning: (planning, pitch, pace, participation etc) will impact positively on general classroom behaviour.

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces rules consistently. The teacher treats all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents on CPOMS alerting both the head teacher and their phase leader in all entries. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the headteacher.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.

The class teacher reports to parents about the progress of each child in their class. He/she should also contact a parent if there are concerns about the behaviour or welfare of a child.

Staff should **never** leave the class unsupervised to go and collect resources, speak to another teacher etc... even for a few minutes.

A '**no shouting**' policy is in operation and shouting must not be used as a classroom management technique. However there may be occasions when it is necessary to use a raised voice i.e. in order to re-establish control, be heard on the playground, hall etc...

The Role of the Headteacher

It is the responsibility of the headteacher, to implement the school behaviour policy consistently throughout the school, and to report to Governors or Trustees, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The headteacher audits records of all reported serious incidents of misbehaviour on CPOMS.

The Role of Parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school rules in the school prospectus, and we expect parents to read these and support them through the home-school agreement.

We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the head teacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The Role of Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the headteacher in carrying out these guidelines.

The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but Governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

The Wheatlands Promise

Our school rules are kept to an essential minimum and are exemplified through The Wheatlands Promise. They were written alongside children, staff, parents and governors and were developed to be meaningful to children. None are too difficult. They are all designed to develop courtesy, good manners and mutual respect. They are to protect children from injury, to care for equipment and to maintain a hygienic, healthy environment.

Playtime Supervision

Teachers and teaching assistants are required to perform supervisory duties including playtime supervision. No hot drinks should be taken onto the playground. A minimum of two staff members are required to supervise playtimes for each playground. During the COVID pandemic year groups play separately supervised by 2 members of staff.

Supply teachers should cover the duty of absent teachers but should never be without support.

Staff should collect their children at the end of playtime. Upon hearing the bell children should stop what they are doing, stand still and remain quiet. Upon the second whistle they walk to designated class lines. Staff send children in a class at a time, ensuring there is no running or congestion. Good behaviour whilst entering school should be reinforced with praise.

In suitable weather conditions the field may be used at playtimes. This is the decision of staff on duty. In poor weather, staff may decide that children should not go outside at break time. In these circumstances teachers remain responsible for the supervision of their own classes. They may decide to; work through and allow a later playtime if there is a break in the weather, or allow an indoor playtime with suitable, quiet activities provided for children. It is permissible for teams to share supervision of indoor play allowing teachers a staggered break, provided that children are never left unsupervised.

Rewards

It is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.

Praise has a reinforcing and motivational role. It helps a child believe he/she is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements. In our school praise is the foundation upon which behaviour modification is built. It is important that the praise is timely and explicitly linked to the observed behaviour. Staff make a

conscious effort to praise those who choose to follow the direction rather than point out those who don't.

General

- Stickers and certificates awarded to children.
- Favourable comments can and should be entered on pieces of work.
- Annual Reports should comment favourably on good work, behaviour, involvement in and general attitude to school life,
- Recognition can be given to success of differing kinds in assemblies, e.g. music, sport, dancing achievements both in and out of school.
- Children's work can/should be displayed as much as possible both in the classroom and corridors of the school.
- A visit to the Headteacher for commendations.
- Opportunities for giving children greater responsibility in school should be fostered e.g. Playtime Buddies, Monitors, Librarians, Sports Leaders, School Council, Anti-Bullying Ambassadors
- Above all, praise and encouragement in and out of lessons should be used as much as possible.

Whole School Reward System

As well as the rewards listed above the school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on House Points. These may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include:-

- Good work/effort.
- Displaying good manners.
- Displaying a caring, kind attitude towards others.
- Staying on task
- Making the right choice

When awarding House Points the member of staff should reinforce the good behaviour e.g. 'You can have a House Point for waiting so patiently'.

They are intended to help staff focus on positive rather than negative behaviour e.g. if a child is continuing to stay on task when a partner is trying to distract him, staff may choose to reward the child on task rather than apply a sanction to the child who is not.

Children will be placed into 1 of 4 Houses. Each House will have two Y6 children as Captains (chosen by staff and children). When children receive a House point (in the form of a plastic token or sticker in books) it is placed into the container for their house located in a central place in school. At the end of the week the House Captains will count the tokens and the winning House will be awarded an extra playtime immediately after Good Work assembly on a Friday.

Children will be rewarded on an individual basis as follows:

Any noteworthy behaviour	1 House Point (recorded on class chart)
50 House Points	Bronze Award
100 House Points	Silver Award
150 House points	Gold award

Children should aim to achieve the Bronze Award by the end of the autumn term, a Silver during the spring and a Gold by the end of the year.

House Points can be awarded by any staff member to any child at any time. All staff should carry them at all times to reward and reinforce positive behaviour as it occurs. This reinforces our philosophy that **the care of all our children is the responsibility of all adults in school.**

If all children in a class achieve Bronze, Silver or Gold Awards they may have an appropriate class treat of their choice including: extra playtime, class party, visit, additional art/PE, DVD etc. The reward should reflect the achievement i.e.

- Bronze Party: up to one session
- Silver Party: up to half a day
- Gold Party: up to a full day

Certificates

A weekly good work assembly is dedicated for the praise and recognition of children who have made particularly noteworthy progress. A different focus for each week is set at the beginning of each term and children are made aware of this. The Stars of the Week are displayed in the hall.

Lunchtime Supervisors

Staff issue Good Manners tokens to reward good behaviour, manners and politeness. Children then place their token in a box ready for 6 people to be chosen in Good Work assembly to sit on the special lunchtime Top Table the following week.

Sanctions

In the use of sanctions, pupils learn from experience to expect fair and consistently applied punishments which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

Note

- If behaviour results in physical or verbal abuse towards a teacher/adult an 'Assault' form should be completed and a copy forwarded to the Trust.
- If physical intervention of any kind is required then a 'Serious Incident' record should be completed as soon as possible.
- Any other incident deemed 'serious' or resulting in injury should be reported to the headteacher.

We have an agreed system of sanctions to register disapproval of unacceptable behaviour. Responses range from polite reminders to permanent exclusion, and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, line managers, SENCO and support agencies.
- Do everything reasonably possible to avoid exclusion from school.

When sanctions are applied, children should be helped to understand why what they have done is not acceptable. Express your displeasure with the **action** and never the **child**.

SANCTIONS PROCEDURE

Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour.

Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. However, as a general rule for minor misdemeanors, the following sequence should be adhered to, with steps 1 and 2 being compulsory.

If unacceptable behaviour occurs:

(Classroom teacher/TA)**Use normal strategies:**

Polite but firm request followed by a warning. Only one warning can be issued before step 1.

Step 1 (Classroom teacher/TA)**Give a final warning:**

Use the agreed phrase, 'This is your final warning. Do you understand?'

Children should be fully aware of what this means and the possible consequences of continuing with the behaviour.

FROM NOW ON NO MORE WARNINGS.

Step 2 (Classroom teacher)**Time Out (A)**

- Child sent to designated chair/area of classroom.
- 5-10 minutes sitting alone in order to reflect, calm down etc... without causing disturbance.
- Child records their Time Out on the class chart.

If behaviour improves return to lesson.

*If not or if child refuses, move to **Step 3***

For a regular offender:

- Possible removal of treats/playtime etc.
- Discussion with Team Leader and/or SENCO to consider Behaviour Intervention.

Step 3 (Teacher colleague)**Time Out (B)**

- Child escorted to designated colleague.
- Up to 1 hour working alone without causing disturbance.
- Possible removal of treats / playtime.
- Parents informed
- Incident added to CPOMS

If behaviour improves return to class.

*If not or if child refuses, move to **Step 4***

Step 4 (AHT/HT)**Time Out (C)**

- Child escorted to appropriate member of SLT.
- Up to half a day working alone without causing disturbance.
- Parents informed.
- Incident added to CPOMS

If behaviour improves return to class.

*If not or if child refuses, move to **Step 5***

For a regular offender:

- Discussion with Team Leader / Head/ SENCO
- Initiate closer monitoring through Home-School book.
- Parents informed that child's behaviour is causing serious concern.
- Meeting with parents to investigate possible causes/alternative strategies
- Referral to external agencies
- Consider implementing a Behaviour Support Plan

Step 5 (Head /SENCO)**On Report**

- Teacher completes a Behaviour Assessment Profile to identify areas of strength and concern.
- Meeting with parents/child to agree the way forward.
- Clear/realistic targets for behaviour agreed (maximum of three).
- Clear rewards/consequences identified for success/failure
- Daily feedback to child (x 5), weekly feedback to parents.
- Involvement of all necessary agencies

- Consider EHCP application
- Report to last a minimum of 2 weeks/a maximum of a term and reviewed fortnightly

If targets are achieved remove from Report.

*If failed, move to **Step 6**.*

Step 6 (Headteacher)

Internal Exclusion (up to 5 days)

- Child has no contact with own class or classmates.
- No access to playground or extra-curricular activities.
- Parents informed.
- Recorded on CPOMS

If behaviour improves return to class on a Report.

*If not move to **Step 7**.*

Step 7 (Headteacher)

Fixed Short Term Exclusion (up to 5 days per term)

- Parents, Governors, Trust, LA Officer informed.
- Parents may make representations to Pupil Discipline Committee.
- Pupil Discipline Committee may meet but cannot reinstate.
- Upon return to school, child stays on Report for a minimum of 2 weeks.

If behaviour improves remove from Report.

*If not move to **Step 8**.*

Step 8 (Pupil Discipline Committee)

Permanent Exclusion

- Parents, Governors, Trust, LA Officer informed.
- Discipline Committee meet and consider all representations and reports (parents/child may attend).
- Discipline Committee either reinstate or uphold exclusion.
- Parents notified of right to appeal.
- If appeal successful, or reinstated child stays on Report for the maximum 20 weeks.
- If appeal unsuccessful, remove child from school roll.

Serious incidents need to be treated on an individual basis and the circumstances investigated.

In exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence.

These may include:

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Serious deliberate damage to school property.

Vulnerable Children

The school acknowledges that a small minority of children may for whatever reason lack the maturity or self-discipline to make the correct choices available to them in order to control their own behaviour. This may be especially true of children with or being assessed for EHCP, SEN and those in LA care. For these children neither the normal rewards or sanctions procedures may be sufficient to support them or protect other children from their actions.

In these exceptional circumstances the school will make every effort to avoid exclusion. It is vitally important that parents are informed and involved when behaviour targets are agreed in order to establish possible causes and form a partnership of support.

Reviewed:

November 2020

Next Review:

September 2021

Appendix A

GOOD PRACTICE

The quality of teaching and the organisation of the physical environment have a considerable effect on children's behaviour.

Always:

1. Create an interesting, stimulating and attractive classroom environment.
2. Provide an ordered environment in which everything has a place. Children should know where materials/equipment are and how to treat them with respect.
3. Make sure the children know what they are doing and that their work is matched to their ability.
4. Be aware of what is going on around you.
5. Do not be static.
6. Do not let children queue.

Remember that problems are normal when children are learning and testing the boundaries of acceptable behaviour.

Remember to:

- Set high standards
- Apply rules firmly and fairly
- Smile
- Show empathy when needed
- Avoid confrontation
- Listen
- Stay calm
- Use humour
- Know the children as individuals
- Look out for good behaviour
- Praise quickly and consistently
- Praise the behaviour rather than the child

We do have a choice in how we behave, we can either give pupils a negative experience by using sarcasm, ridicule and humiliation which tends to destroy their self esteem. Or, we can give them a positive experience which will build their self-esteem.

Never:-

- Humiliate - it breeds resentment
- Shout - it diminishes you
- Over react - the problem will grow
- Use blanket punishment - the innocent will resent you
- Over punish - never punish what you cannot prove

CHILDREN'S RIGHTS

- To be looked after by caring adults
- To be taught well
- To be able to rely on an atmosphere conducive to learning
- To be made to feel welcome
- Not to be talked down to
- To feel as important as anyone else
- Not to be bullied
- Not to hear swear words