



Watlington Community Primary School

Behaviour and Discipline Policy 2018

Signed by:

R McGlone

Headteacher

Date:

25.9.18

Chair of

K Samouelle

Governors

Date:

25.9.18

Watlington Community Primary School

Behaviour and Discipline Policy

Aims and expectations

- At our school every member of our school community will feel valued and respected. Each person will be treated fairly and consistently. We are a caring community, whose values are built on mutual trust and respect for all. Our behaviour policy is therefore designed to support the way in which all members of the school can live, learn and work together in a supportive way. We aim to promote an environment where all feel happy, safe and secure with a positive self-esteem.
- Our school has an expected standard of behaviour which is displayed on posters throughout the school. This is:-

School is fun when we;

are kind to each other
look after our school
keep ourselves and each other safe
do our best
are polite and respectful.

It is a means so that we can work together with the common purpose of helping everyone to learn.

This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

- We help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school and wider community and to work collaboratively with others.
- We reward good behaviour, as we believe that this will develop an ethos of kindness and co-operation.
- Our school council meet regularly and any behaviour concerns that the children may have are discussed. Possible solutions are recorded and taken back to the classroom for further discussion during class council meetings.

Appendix A shows links to our other policies and Government Advice.

Rewards and sanctions – see Appendix B for Summary of Rewards

- We praise and reward children for good behaviour in a variety of ways:

- all adults praise children, we encourage children to praise each other.
 - each week 1 child from each class is selected as Pupil of the Week. They receive a certificate at the end of the week to support this.
 - we award 'Points' to acknowledge outstanding effort and children are congratulated by the Headteacher who records their name in the WOW BOOK. See Appendix B
 - we have other rewards eg treasure boxes, praise and stickers as used by individual staff members discretion and occasionally children may be invited to have "Hot Chocolate with the Head" for something that has stood out as over and above our already high expectations.
- Positive attitude to learning is managed through our 'Going for Gold' ladder system. See Appendix C & D
 - Positive whole class behaviour is rewarded through our 'square charts' where the class can receive coloured squares to achieve a reward when the grid is full. This reward system is for Years 1 – 6 only.
 - Our school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately.

The role of the class teacher/support staff

- To uphold all of the above
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session, as a last resort we remove the class to a place of safety.

First level of response may involve

- ⊕ Reminder of expected behaviour.
- ⊕ Refocus
- ⊕ Reward systems to reinforce good behaviour
- ⊕ Use of our resolution cards and questioning – see Appendix E

Second level of response may involve

- ⊕ Give a limited choice
- ⊕ Repeat, redirect, turn away.
- ⊕ Move child within the classroom environment for a short while.
- ⊕ 'Time out' to reflect/calm down – using reflection sheets completed in class and then sent with the child to the Headteacher's office – see Appendix F.
- ⊕ Complete task at an appropriate time.

- ⊕ Repeated incidents will be recorded in Pastoral Care Records and behaviour log.
- ⊕ Parent/Carer to be made aware if a reflection sheet has been completed. A copy is kept by the Headteacher and one in their Pastoral Care records

Third level of response may involve

- ⊕ Discussion with other members of staff or Headteacher.
- ⊕ Arrange a formal meeting between teacher and parents.
- ⊕ Setting targets to modify behaviour.
- ⊕ Agree a contract of behaviour with child/parents/teacher.
- ⊕ Set up home/school liaison book, reporting behaviour during day.
- ⊕ Review behaviour target after agreed duration.
- ⊕ Monitoring for the SEN register.

Fourth level of response

- ⊕ Headteacher sets up review meeting with parents and class teacher to discuss behaviour based on evidence: a support plan may be drafted.
- ⊕ Request intervention of outside agencies.
- ⊕ Child may go home at lunchtime/stays with duty teacher at playtime.
- ⊕ Possible inclusion on the SEN register.
- ⊕ Persistent or serious inappropriate behaviour may result in exclusion for a fixed period. In this case the governing body and the local authority will be informed.

Class teachers may use their discretion with these levels of response if the child is vulnerable, SEN or has additional needs.

The role of the Headteacher

- It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, 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 keeps records of all reported serious incidents of misbehaviour.
- In the event of a child leaving the premises without permission, we will contact the parents and/or Social Services, or for immediate action, telephone the police.
- The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.

- If parents / carers display behaviour that is deemed threatening or abusive, the headteacher, in conjunction with lawyers, may seek to ban individuals from the entering the school premises.

The role of parents and carers

- Our school works collaboratively with parents and carers, so children receive consistent messages about how to behave at home and at school. We ask parents to sign the home school agreement when their child first starts at our school and on an annual basis.
- If the school has to use reasonable sanctions, we would expect parents to 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 headteacher, followed by the school governors if the problem remains unsolved. If these discussions cannot be resolved the complaints procedure can be implemented.
- Parents are encouraged to discuss concerns with staff to come to a mutual resolution rather than airing their concerns on social media.

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.

Fixed-term and permanent exclusions

- Only the headteacher (or the acting headteacher) has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the headteacher excludes a pupil, the parents are informed immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish and it is appropriate, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

- The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.
- If an appeal against an exclusion is made, the governing body will form a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. Governors may attend from another school to form the above committee.
- When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.
- If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

The following is the latest updated guidance from the government with regards to exclusion.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

Screening and Searching

If there is the potential for a pupil to harm him or her self or others, staff would search pupils following LA guidelines.

Allegations against Staff

Procedures are in place if an allegation is made about a member of staff. LA guidelines are followed – please see the Safeguarding incorporating Child Protection Policy.

Protecting children from harm

Protecting children from harm – only if a child is deemed to be at risk of harm from themselves or likely to cause harm to others will 'reasonable' force be used to prevent this.

Ongoing risks will be subject to specific risk assessments and staff training.

Monitoring

- The Headteacher monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations in consultation with all staff for further improvements.
- Our school keeps records of incidents of misbehaviour. We also keep a record of any incidents that occur at break or lunchtimes.

- The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.
- It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

- The governing body reviews the policy annually. The governors may, however, review the policy outside the review cycle, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

WATLINGTON COMMUNITY PRIMARY SCHOOL

LINKS TO OTHER POLICIES AND GOVERNMENT ADVICE

1. The behaviour and discipline policy runs in tandem with our Anti-bullying Policy and Safeguarding Policy.
2. Any incidents of bullying, including prejudicial bullying will be dealt with as described in our Anti-bullying policy.
3. The school follows the advice given in Norfolk LSCB protocol 27 “Allegations against staff, carers and volunteers”

http://www.nscb.norfolk.gov.uk/documents/protocol_27.pdf

4. The school follows the advice given by the DfE in the ‘Screening, Searching and Confiscation’ document, February 2014. (Crown copyright 2014).

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

5. The school follows the advice given by the DfE in the ‘Use of Reasonable Force’ document, July 2013. (Crown copyright 2013).

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

6. The school and Governing body follow advice from DfE in “Behaviour and Discipline in Schools” document, July 2013 (Crown Copyright 2013) which includes the power to discipline beyond the school gates.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/355592/behaviour_and_discipline_in_schools.pdf

WATLINGTON COMMUNITY PRIMARY SCHOOL

REWARD SYSTEM

Behaviour ladders - Individual

Each class have a behaviour ladder where children start each day on green, but 'GO FOR GOLD' every day. Reminders about behaviour and undesired behaviour will mean children are put to orange and red, but have the chance move up the ladder to Gold each day. A 'Gold' day will result in a sticker and 10 golds will allow the child to gain a small prize from the adults 'Treasure Box'.

Behaviour squares - Whole Class (Years 1 – 6 only)

Each class has a 'square chart' which can be coloured in by class members for whole class or group good behaviour. When the square chart is complete the whole class have an afternoon treat.

WOW (Watlington Outstanding Workers) Points

Children who have completed excellent outstanding work, will be entered in the WOW book and receive a WOW point. Children will then receive a certificate and a prize, to be rewarded in Assembly when they achieve 25/50/75/100 WOW points.

Appendix C

Behaviour Ladder - How it works

The behaviour ladder is displayed and used in every class. The table below explains how it works.

All children are aiming for <i>GOLD</i>	GOLD
Children move up for demonstrating positive learning attitudes: listening well, trying hard, being kind and helpful, challenging themselves, supporting others, etc.	SILVER
Every child starts each school day on GREEN. Every day is a fresh start - regardless of what has happened the day before.	GREEN
Names are moved down for behaviour that disrupts the learning of the class, for example: repeated calling out, inappropriate behaviour towards other pupils and staff, refusal to work, annoying others who are working etc.	YELLOW
Acorn, Apple and Rowan Class have an extra level - <i>ORANGE</i> . Once pupils enter Year 3 they are used to the behaviour system and understand what is expected of them.	ORANGE
If a pupil finds themselves on <i>RED</i> , that means they have not turned their behaviour around and need to see the Headteacher. Physical harm to another pupil results in an immediate move to <i>RED</i> regardless of their current position on the ladder.	RED

Movement up and down the ladder is fluid and continues throughout the school day. A child could have reached *GOLD* by lunchtime, be moved down during the afternoon onto *RED*, but could still end the day on *GREEN* if they turn their behaviour around.

Pupils from Year 1 to Year 6 are given a sticker for their 'Going for Gold' charts each time they end the day on *GOLD*. Ten stickers equals a visit to the Treasure Box.

Appendix D

Going for Gold

Name.....

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Resolution Cards – each child

1. Why do I need to speak to you?
2. What happened? (Ask for more by saying: and?)
3. What were you thinking? Why did you do it?
4. How are you feeling?
5. What do you think should happen next

In our school we look after each other and we are kind to each other. This is not acceptable behaviour.

Response to Name Calling

1. At Watlington we do not tolerate such language
2. Do you realise what you've said is offensive/homophobic/racist
3. Would you feel happy if someone called you that?
4. Language like that is unacceptable.
6. I'm not happy with what you have said
7. This will be reported

Pupil's Self-Reflection

Appendix F

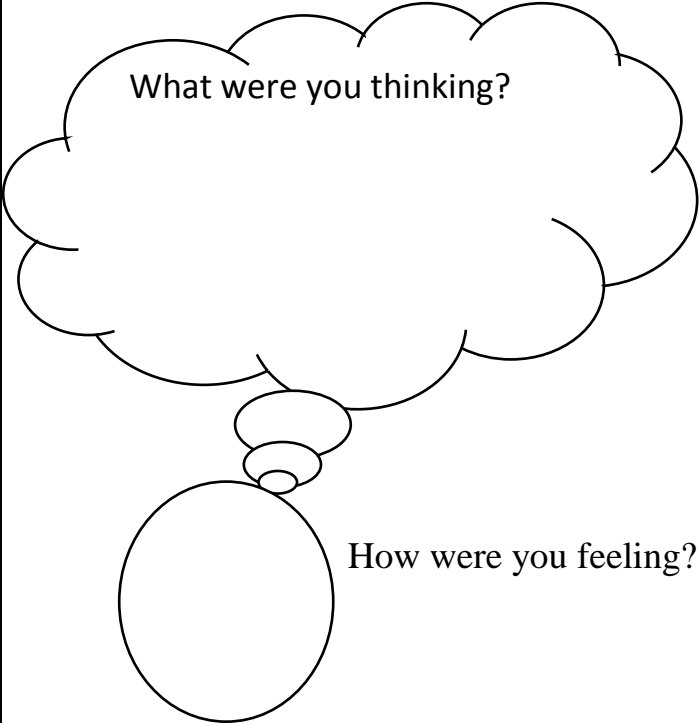
Date: _____

Class: Y__

What happened? Write or draw.

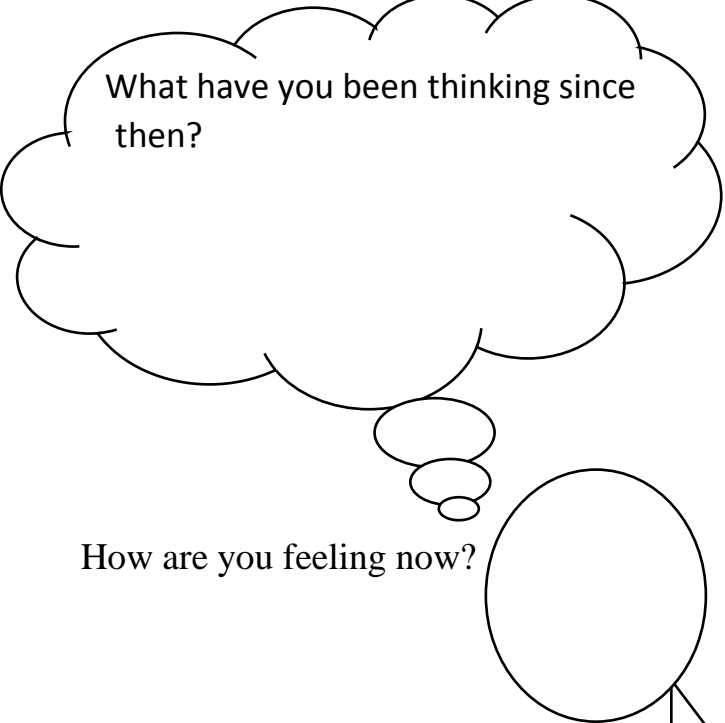
What were you thinking?

How were you feeling?



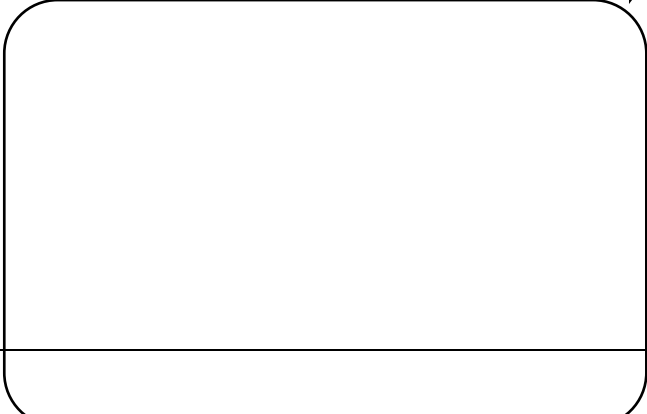
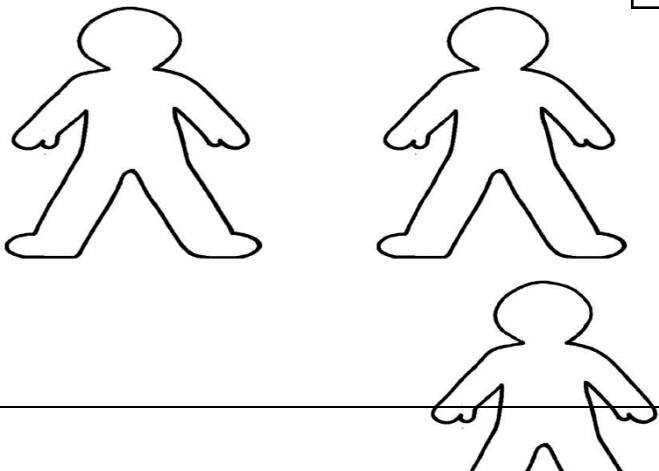
What have you been thinking since then?

How are you feeling now?

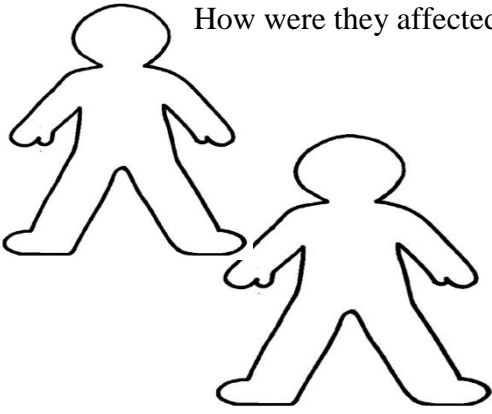


What will you do differently next time?

Who else has been affected?



How were they affected?



Signed By Pupil

Signed By Headteacher

1 copy to headteacher and 1 copy to class teacher