

# Woodhall Primary School

## Behaviour and Discipline Policy

### 1 Aims and expectations

**1.1** *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. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.*

**1.2** *The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports all members of the school community to be committed to an ethos that is open, caring, reflective, self-disciplined, and responsible.*

**1.3** *The school expects every member of the school community to behave in a considerate way towards others.*

**1.4** *We treat all children fairly and apply this behaviour policy in a consistent way.*

**1.5** *This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.*

**1.6** *The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour.*

### 2 Rewards and punishments

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

- *staff congratulate children;*
- *staff indicate that names or photographs be moved up on the positive behaviour colour chart*
- *staff give children house points;*
- *each week we nominate a child from each class to be 'learner of the week';*
- *each 'learner of the week' receives a certificate in the school assembly;*
- *each week a child from each class is nominated to receive a lunch time 'child of the week' award;*
- *all classes have an opportunity to lead an achievement assembly where they are able to show examples of their best work.*
- *achievement is celebrated on the "working walls" of each classroom.*
- *attitude, achievement, behaviour, attendance and punctuality form part of the conversation of the assertive mentoring meetings held half termly between pupils and mentor/teacher.*

*The school employs a number of sanctions and follows set procedures to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.*

#### Stage 1

- *A child who is misbehaving will be told quietly by the teacher, their name will be written on the board or moved down the colour chart. (Nursery use more age appropriate happy/sad face stickers combined with a happy and sad face colour chart to indicate positive behaviour)*

#### Stage 2

- *We expect children to listen carefully to instructions in lessons. If they do not do so, or they continue to misbehave we ask them either to move to a place nearer the teacher, or to sit on their own.*
- *We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.*

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### Stage 3

- *If a child misbehaves repeatedly, we isolate the child from the rest of the class. The child is sent to another (named) class until s/he calms down, and is in a position to work sensibly again with others. S/he will be told their behaviour was unacceptable and that parents/carers will be told at the end of the day.*
- *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.*
- *If a child threatens, hurts or racially abuses another pupil or adult in the school the class teacher or member of staff records the incident and appropriate sanctions will be administered. The school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child. The school will also speak to the parents of the child at whom the abuse was directed in order to inform them/put any necessary support in place for that child*

### Stage 4

- *Children get to Stage 4 because of an isolated serious incident or because they have not responded at Stage 3 and are still choosing not to try to manage their own behaviour. The child will be sent to a member of the Senior Leadership Team (e.g. Headteacher, Deputy Headteacher, Key Stage Coordinator) the child's name is written in the incident book and the parent or carer will be both told what has happened and a Stage 4 letter will be given to the parent. Three such letters in a half term will normally result in a 1 day automatic exclusion.*
- *The Headteacher retains the right to take immediate action in the case of any serious incident. Incidents deemed to be serious include;*
  - *any action which causes or threatens significant harm to another,*
  - *any action which seriously impedes the education of other pupils,*
  - *refusal to respond to reasonable adult request or intervention during or after an incident,*
  - *aggressive verbal or physical attack, (including racial abuse)*
  - *premeditated physical violence,*

**2.3** *The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time'.*

**2.4** *Children needing extra support for emotional, social or behavioural needs will be referred by the class teacher to the SENCo and may receive support in a variety of ways; for example, sessions with our SEMH HLTA, Learning Mentor or psychotherapist.*

**2.5** *All staff members ensure that children know that bullying is the repeated actions taken by one or more persons with the deliberate intention of hurting another child, either physically or emotionally; that bullying is wrong, and that it is unacceptable behaviour in this school*

*Bullying can take many forms but four main types are physical (eg hitting, damaging belongings), verbal (eg name-calling, offensive remarks), indirect (eg excluding, spreading rumours) and misuse of technology (eg cyber bullying) Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.*

*We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.*

*We believe it is important that the children should: be involved in the development and review of behaviour and anti-bullying policies, learn about what constitutes bullying and what to do about it, have opportunities to develop the skills to resist bullying and to deal with bullying, be aware that knowing about bullying by or to others and doing nothing is unacceptable, be made aware that it is "ok to tell" if they are being bullied or if they know someone else is being bullied, and that they will receive practical help if they do and be made aware of whom to contact if they have concerns about bullying.*

*In order to achieve our aims', we encourage the children to look after each other; children are trained as play leaders and 'buddies' to support the younger children. We encourage the children to play games*

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*and amuse themselves in non-violent ways. The children are encouraged to share their problems with the adults in the school*

*including through, for example, the use of worry boxes and circle times. The children are taught problem solving strategies and they are encouraged and supported to use these i.e. through PSHE, assemblies etc. We identify vulnerable children and ensure that all the staff are particularly aware of them and we monitor and support children who are known to have particular social or emotional needs. We ensure that all children involved in disputes have a fair hearing. Teaching and learning on the subject of bullying is consistently addressed as part of the PSHE curriculum and within a focused 'Anti-bullying week' and 'Safer Internet Week'.*

**2.6** *The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. **While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.***

**2.7** *Any incident of racial harassment is unacceptable in our school. **A racist incident is 'any incident which is perceived to be racist by the victim or any other person'**. We act immediately to stop any further occurrences of such behaviour. (see also policy on Racial Equality )*

### **3 The role of the class teacher**

**3.1** *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.*

**3.2** *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.*

**3.3** *The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.*

**3.4** *If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. 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 staff members which may include the Senco (Special Educational Needs Coordinator), Key Stage Coordinator and Headteacher.*

**3.5** *When appropriate and in partnership with the Senco, the class teacher may liaise with external agencies, as necessary, to support and guide the progress of each child.*

**3.6** *The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.*

### **4 The role of the Headteacher**

**4.1** *It is the responsibility of the Headteacher, 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.*

**4.2** *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.*

**4.3** *The Headteacher keeps records of all reported serious incidents of misbehaviour.*

**4.4** *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. The Chair of Governors is informed of all exclusions and a report on the number of exclusions is made to the Governing Body each term.*

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## 5 The role of parents

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

**5.2** *Parents who are concerned about the behaviour of their child or the behaviour of other children towards their child, especially if bullying is suspected, should contact their child's class teacher in the first instance*

**5.3** *We explain the school rules in the school prospectus, and we expect parents to read these and support them.*

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

**5.5** *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 school governors. If these discussions cannot resolve the problem, a formal complaints process can be implemented.*

## 6 The role of governors

**6.1** *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.*

**6.2** *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.*

## 7 Fixed-term and permanent exclusions

**7.1** *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 fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.*

**7.2** *If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.*

**7.3** *The Headteacher informs the LA and the Chair of Governors about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term and reports on all exclusions termly to the governing.*

**7.4** *The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.*

**7.5** *The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.*

**7.6** *When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.*

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*If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.*

*The parents have a right to appeal to the Local Authority should they not accept the decision of the governors. (See complaints procedure)*

### **8 Monitoring**

**8.1** *The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.*

**8.2** *The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident to the relevant staff member depending upon the seriousness of the incident.*

**8.3** *The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.*

**8.4** *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.*

### **9 Review**

**9.1** *The governing body reviews this policy every year. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.*

**Signed: M.Lake**

**Date 15.10.20**