



Behaviour and Discipline Policy

At Woodcocks' Well CE Primary School, we expect the very highest of standards in pupil behaviour and are guided by 'Section 89 of the Education and Inspections Act 2006'.

1 Aims and expectations

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.

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

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

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

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.

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, rather than merely deter anti-social behaviour.

2 Rewards and Sanctions

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

- teachers congratulate children;
- teachers give children team points;
- each week we nominate a child from each class to be 'pupil of the week';
- each 'pupil of the week' receives a certificate in the school celebratory assembly;
- we award certificates to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;
- all classes have an opportunity to lead an achievement assembly where they are able to show examples of their best work.

The school acknowledges all the efforts and achievements of children, both in and out

of school.

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

- We expect children to listen carefully to instructions in lessons. If they do not do so, 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 investigate why and may ask them to redo a task.
- All classes agree their class rules at the start of the year. School rules are explored and agreed through assemblies. If a child is disruptive in class, the teacher draws the child's attention to the class rules and, where appropriate, reprimands him or her.
- Children are given the opportunity to improve their behaviour:
 - first of all, if a child is exhibiting unacceptable behaviour, he/she is given a 'strike' or warning
 - upon the second 'strike', the child is invited to work in another class
 - if the child receives a third 'strike' he/she is told to see the Head Teacher. The Head Teacher will keep a record of the visit, discussion and steps agreed by the child to avoid the situation from occurring again.
 - If the child is sent to the Head Teacher a second time, the Head Teacher will contact the child's parent and a meeting will follow to discuss the pupil's behaviour difficulties
- If a child misbehaves repeatedly, the class teacher will work with the head teacher to draw up an IBP. The child and his/her parents will play an important role in this process. Children who are repeatedly disruptive will be isolated from the rest of the class until s/he calms down, and is in a position to work sensibly again with others.
- 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 bullies another pupil, the class teacher records the incident and the child is punished. If a child repeatedly acts in a way that disrupts or upsets others, 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 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'.

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.

Teachers in our school do not hit, push or slap children. Staff only intervene physically

to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

3 The role of the class teacher

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 the classroom code 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. 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 head teacher.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LEA behaviour support service.

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 head teacher

It is the responsibility of the head teacher, 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 head teacher to ensure the health, safety and welfare of all children in the school.

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

The head teacher keeps records of all reported serious incidents of misbehaviour.

The head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour.

5 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 and set high expectations of behaviour in the Home/School Agreement.

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.

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 grievance or appeal process can be implemented.

6 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 head teacher in carrying out these guidelines.

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

7 PREVENTION OF EXCLUSION

A variety of methods are tried to prevent exclusion. These are as follows:

- The use of an adult to diffuse the situation and to 'calm' the child.
- Use of 'Time-out' with another teacher in another class.
- Placement with the Headteacher or Deputy.
- Discussion and counselling with the child and other parties involved.
- Meetings and/or conversations with parents at early stage.
- Use of external agencies such as play therapy etc.

8 EXCLUSION

Continuation of unacceptable behaviour will be treated as extremely serious and may lead to a period of suspension from school. Parents will be written to and informed of the fixed term exclusion. The model form from County will be used – model letter 1. Parents will be offered a re-entry interview when the child returns to school.

For behaviour which could cause serious physical or psychological damage to self, others or property, the child will be sent immediately to the Headteacher. This may also lead to a period of suspension from school. Parents will be written to and informed of the fixed term exclusion. The model form from County will be used – model letter 1. Parents will be offered a re-entry interview when the child returns to school.

Following the Education and Inspection Act (2006)

'Headteachers are reminded that for any single incident of fixed term exclusion beyond 5 days, the school must provide full-time education off-site from day 6.'

When a child is permanently excluded, schools are required to inform the LA within 24hrs. This is because the LA, under the new legislation, has a statutory duty to put provision in place for permanently excluded pupils by the 6th day.

In line with statutory guidance, Education Support Access Officers (BSS) will attend all review meetings of the Discipline Committee of the Governing Body for permanent exclusions. ESAO will also attend any subsequent Independent Appeals Panel.

FIRST DAY PROVISION

Children who are excluded from school are entitled to 'First Day Provision'. First Day Provision put simply means providing children with work and a point of contact between the school and home. Regardless of the length of the exclusion, the class teacher will provide appropriate work for that child. The work will be delivered to the child by the HT or DHT.

8 Monitoring

The head teacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The head teacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book that we keep in the staff room.

The head teacher 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 exclusions and to ensure that the school policy is administered fairly and consistently.

9 Review

The governing body reviews this policy every two years. They 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.....Head Teacher

Signed.....Governor

Date of Policy January 2016

Date of Policy Review January 2018