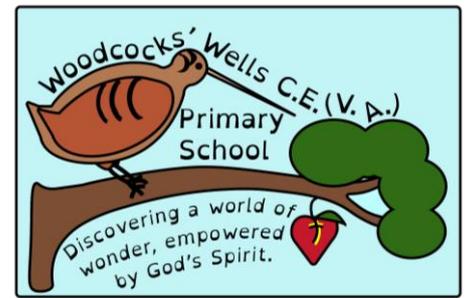


Behaviour and Discipline Policy

- Amendments to policy: November 2021
- Policy effective from: November 2020
- Review date: June 2023
- Full Governing Body



Aims and expectations

It is a primary aim of our church school that every member of the school community feels valued and respected, and that each person is treated fairly and well. In the book of 1 Corinthians 13:13 in the Bible we learn that So now faith, hope, and love abide, these three; but the greatest of these is love. It is this love of God that empowers us through the actions of the Holy Spirit in our lives (Galatians 5:22-23, School Vision Statement) to be the caring community we are, whose values are built the Fruit of the Spirit and as such showing 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 and flourish as a whole person. 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, using the character traits of the Fruit of the Spirit as guidance.

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

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 and to effectively communicate the character of the fruit of the spirit not only in their own lives but to encourage the same in those around them.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation where we are able to grow the fruits of the spirit. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Rewards

We use the visual behaviour system 'Good to be Green' We praise and reward children for good behaviour in a variety of ways:

- A quiet word or encouraging smile.
- A written comment on pupil's work, either in general terms e.g. 'well done', or in a more detailed way, picking out specific points to commend.
- A stamp or sticker on the pupil's work.
- A badge or sticker for the child to wear in school.
- A Dojo point.
- A visit to another member of staff for praise.

- A visit to the headteacher for praise and a sticker.
- A public word of praise in front of a group, class or whole school assembly.
- A sticker from a mid-day assistant for kind, courteous, well-mannered behaviour or any behaviour that exemplifies the fruit of the Spirit such as gentleness, self-control, kindness.
- A verbal comment to the child's parents or a text home.
- Particular mention of achievement or good behaviour on the school report.
- Pupil nominated for 'star of the week' receives a certificate in the school celebratory assembly for learning;
- Dojo pupil of the week receives a certificate in the school celebratory assembly for following our behaviour and expectations;
- 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 as a flourishing character is demonstrated throughout all the child's life, not just at school.

Rules and Sanctions

All pupils and staff are expected to behave in a responsible manner both to themselves and others, showing courtesy and a loving respect and self-control for other people at all times. Pupils should also move around school and behave in a calm, joyous yet gentle manner. This way we hope to support our children in becoming confident young learners.

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.

The Golden Rules are decided upon as a result of consultation between children and staff. They are a focal point of our Behaviour Policy and the basis for personal, social, and moral education throughout the school. Each class must have the rules clearly displayed. The Golden Rules are:

1. We are kind to everyone
2. We always tell the truth
3. We treat things with respect
4. We listen to each other
5. We always try our best

All these Golden Rules are in evidence in all the stakeholders when the school vision statement is seen as actively being lived out throughout the school community.

Class Rules

Each class teacher can discuss how to make the classroom a fair and safe place for all. Each class follows the 'Golden Rules' ensuring continuity throughout the whole school. The rules will be displayed prominently in the classroom. Specific rules for a particular area may be developed - e.g. role-play area, art and craft, computers etc.

We have very high expectations for behaviour and expect our Golden Rules to be followed by all children.

Expectations in school

1. Everyone will act with courtesy and consideration to others at all times.
2. Always try to understand other people's points of view employing self-control and patience with gentleness.
3. Move carefully and quietly about school. Do not run.
4. Always speak patiently, politely to everyone without interrupting extending faithfulness in a commitment to show Godly love (remembering love covers a multitude of sins -1Peter 4:8). There is no excuse for rudeness or disrespect.

We strongly disapprove when children are disrespectful towards their teachers and Lunch-Time supervisors.

5. Help to keep the school clean and tidy.
6. No pupil is allowed to leave the school premises during school hours unless accompanied by an adult - children need to be signed in or out via the reception desk
7. Chewing gum must not be brought to school.
8. Pupils must not play in the corridor, the cloakrooms, nor in or around the toilets.
9. No pupil is allowed to bring a mobile phone to school without prior permission from the Headteacher.

Expectations in the classroom

1. Enter the room sensibly and sit down at your place.
2. Listen to the teacher patiently and concentrate.
3. In class, employing self-control, you make it as easy as possible for everyone to learn and for the teacher to teach.
4. When the class is asked a question, do not shout out.
5. Work sensibly; do not distract or annoy others.
6. Eating and chewing are not allowed.
7. Pupils may drink still water from a bottle or from the drinking fountains.

All classes agree their class rules at the start of the year. School rules are explored and agreed through Collective Worship. If a child is disruptive in class, the teacher draws the child's attention to the class rules and follow the Good to be Green system.

Good to be Green:

Children are given the opportunity to employ the fruit of the spirit to improve their behaviour:

- first of all, if a child is exhibiting unacceptable behaviour, he/she is given a warning. This will allow the child to calmly assess their behaviour and draw upon their self-control in response.
- Upon the second 'warning', the child receives a 'stop, think, listen' card to encourage a time to allow the importance of gentle self-assessment to re-evaluate the implications on themselves and others and to patiently restore their own behaviour.
- if the child continues, he/she receives a yellow card and loses 5 minutes break-time.
- if the child continues, he/she receives a red card and loses 10 minutes break-time and is sent to the Head teacher recognising that loving boundaries are applied faithfully for the help of the child and greater school community to allow the whole school community and the child in particular to flourish to the best of their ability.

If a child receives a red or yellow card parents are told. If a red card is received this is recorded on SIMS

If a child misbehaves repeatedly, the class teacher will work faithfully with the headteacher and parents to set up a behaviour management strategy, bespoke to the child. The child and his/her parents will play an important role in this process to assist in the greatest empowerment as possible for the best outcome to the family as possible.

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 involves another member of staff i.e. from the school leadership team. If a child repeatedly acts in a way that disrupts or upsets others, the school in their commitment to aide the development of child and the whole family employing the Fruit of the Spirit contacts the child's parents and seeks a meeting in order to discuss the situation, with a view to improving the behaviour of the child.

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 and in an atmosphere of peace and love. Children are taught that they have a right to be safe.

Staff will only restrain children 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. Training is provided for staff where the potential need for physical restraint has been identified.

Golden Time

After discussion with children, Golden time takes place the last Friday afternoon of half-term. We expect good behaviour and assume pupils will have Golden Time. As we follow Good to be Green, pupils do not lose Golden Time. This is the incentive to encourage positive behaviour. Those children who may have received a yellow/red card still have something positive to look forward and this helps children to get back on track thus endorsing that truly love covers a multitude of sins.

Written posters are in all classrooms and visual reminders about the yellow card process are on display in all classrooms. Staff should refer regularly to these so pupils are secure with the behaviour process.

Activities are voted for by children; all teachers and teaching assistants faithfully run an activity giving pupils a wide variety of activities to choose from. Children sign up for their chosen activity so they know what activity they are working towards.

Consistency and Flexibility

While a consistent 'whole school' approach to managing behaviour is the desired aim there will be a need for a degree of flexibility in the application of rewards and sanctions. Hence some of the rewards and sanctions practised at Woodcocks Wells' Primary School are unique to the age

of the child e.g. rewards and consequences may be slightly different for children in EYFS or with SEND but all equally within the loving framework of our school vision.

Sanctions

An intention to behave better in the future should be recognised trusting in the patience of God with us, so we too are patient with others and this is why warning cards are given first with the understanding that no break time has been lost yet. This is an incentive for the pupil.

Humour can also play a vital role in defusing a situation by allowing the teacher to (using gentleness and joy) get the message across while also allowing the pupil to 'take it in' without losing self-esteem.

Sarcasm is damaging and should be avoided.

When considering sanctions, the school feels it is important to take into account the individual child and give a corresponding number of warnings on the grounds that it is not sensible to reach the ultimate sanction too soon and also to aide the child the time required to think on, reflect on and employ the fruit of the spirit and should be used with discernment of the teacher who is also employing the Fruit of the Spirit to Guide their actions so that all may flourish holistically. Also, recognising that not using the Fruit of the Spirit and applying repeatedly particular sanctions they are less likely to be effective and any hope of consistent flourishing will be diminished for child, staff and those in the school community.

The scale of the sanction imposed should reflect the level of indiscipline and the display of all that is opposite to the fruit of the Spirit but the following should be borne in mind:

Improved behaviour and the innate flourishing of the individual is the object of the sanction

- staff are encouraged to display patience and self-control and discouraged from by-passing earlier sanctions so that the next step is always available for use and the school does not find itself forced to take extreme measures through lack of alternatives, e.g following the 'Good to be Green' system, Class charter
- it is important that all teachers should seek personally the character of the fruit of the spirit and avoid threats or statements that leave them or more senior staff with no room for manoeuvre
- in all disciplinary actions we feel it is essential that the pupil understands fully that it is the behaviour which is not acceptable and not the pupil as a person who is loved by God and ourselves.

Always separate the problem from the person

Sanctions include:-

- Eye contact or a 'look' to register disapproval.
- A verbal reprimand.
- Verbal or non-verbal indications of disapproval.
- A minor penalty, where possible relevant to the offence, such as picking up litter for those who drop it.

- Loss of privileges for a stated period of time, such as membership of a club.
- Loss of status for a specified period of time, such as team leader or being a monitor.
- Loss of free time at playtime or dinnertime. The duration of this sanction being appropriate to the level of misbehaviour and the pupil must be supervised by the member of staff imposing the sanction.
- Time Out. Having to remain in a specified place (for reflection) this is a limited time where the child is still under supervision.
- Withdrawal from the class activity and temporary placement in another class or with the Headteacher. Ideally if a pupil is sent to another class, appropriate work should be sent with them.
- A requirement to work at a separate desk within the classroom.
- Restitution, aiding the child to employ faithfulness and love in repair of wilful damage and/or payment for it.
- A verbal or written apology to the person concerned.
- A piece of written work to be completed during free time or at home, preferably on a subject related to the misconduct.
- Referral to a member of the senior leadership team or Headteacher.
- A phone call to the parents from the class teacher aiding the opportunity for the child and parent to flourish through the situation, using the same as a point of growth, not regression.
- A meeting with the parents. This also has the advantage of throwing more light on the problems behind the misbehaviour and of providing joint/consistent action between school and home; seeing the child as part of the whole family unit that may also benefit from the boundaries and consistencies of faithful loving care.
- Temporary exclusion during the midday break.
- Fixed Term or Permanent Exclusion.

Fixed Term and Permanent Exclusions:

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

- The use of an adult to diffuse the situation and to show patience to 'calm' the child.
- Use of 'Time-out' with another teacher in another class aiding reflection and peace yet faithfully ensuring their education receives minimal disruption.
- Placement with the Headteacher.
- Discussion and counselling with the child and other parties involved.
- Meetings and/or conversations with parents at early stage to encourage as much potential for the child to flourish through the situation as early as possible.
- Use of external agencies such as play therapy, counselling.

Only the Headteacher or an 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. We aim to keep exclusions to a minimum. We will aim to keep exclusions to half days (either side of lunchtime) or 1 to 2 days. 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. Please see the school exclusion policy for further details.

Fixed Term Exclusions:

Should incidents occur to warrant fixed term exclusion the Headteacher must inform the parents in writing of the length and type of exclusion and of their right to make representation to the governors Pupil Discipline committee. A fixed term exclusion is a

serious issue and will be made if a child is repeatedly defiant, verbally abusive and involved in activities that can be identified as bullying. Under no circumstances will the school tolerate any form of racism. Incidents of racism will be dealt with severely and, through employing loving boundaries for all, may result in a fixed term exclusion.

Permanent Exclusions:

A child will only be excluded from school as a last resort but, exceptionally, severe offences can result in an automatic exclusion. A pupil may be permanently excluded if:

- They have been seriously or persistently badly behaved.
- They would seriously harm the education and welfare of themselves or other pupils if they stayed in school.

A pupil may be automatically excluded after incidents such as serious actual or threatened violence, sexual abuse or assault, carrying an offensive weapon or supplying an illegal drug. Offences like these will usually require police involvement.

An exclusion will only be applied in serious cases of misconduct or for persistent disruptive behaviour and then, only after careful, loving consideration and proper application of the appropriate regulations. This decision can only be made by the Head Teacher. Exclusion is seen as an opportunity to reflect, employ the characteristics of the school vision statement and to move forwards, we will not necessarily make exclusion longer for repeat incidents.

Any exclusion will involve work being sent home to complete, as part of the school's commitment to loving faithfulness towards the child. For any exclusion of more than 5 days the school will provide full time education off the school site.

Governors will review exclusion data termly and will review any pupil exclusion amounting to more than 15 days.

Referral to external agencies with a view to additional support for the pupil in school, will be considered if appropriate. Please refer to the "Exclusion of Pupils Policy" for further information

Inappropriate Sanctions

Corporal Punishment is forbidden.

Detention outside normal school hours is not used.

General or arbitrary use of the curriculum as a punishment, for example extra mathematics, is not appropriate.

Exclusion from a curriculum activity including P.E., swimming and educational visits is not appropriate unless on the grounds of safety or potential disruption to the good order of the group.

It is not appropriate to stand a child out where they are not near to, and under the supervision of, a member of staff.

It is not appropriate to punish the whole group because of inappropriate behaviour by a few individuals. Such action is likely to create resentment and may invoke an inappropriate group response and cause the vision of the school to come into disrepute. Sanctions against the

whole group or class should only be imposed when the inappropriate behaviour relates to the whole class.

PHYSICAL CONTROL AND RESTRAINT

All positive physical interventions are in accordance with 'Guidance on the use of Reasonable Force in School' (DFES 1998 and updated in 2012), and the guidance set out in Section 93 of the Education and Inspections Act 2006. Positive handling techniques are adopted in response to NFPS training.

It should never be used as a sanction, or to humiliate the child in front of other children or adults. All sanctions should be used within the framework of the school vision statement which demonstrates faithfulness towards the staff and child alongside loving boundaries encouraging flourishing for all concerned.

All staff should strive to avoid the need for physical control by patient foresight and diversion. If it should be necessary to employ physical restraint, then only the minimum force required to ensure control should be used, seeking to maintain as much gentleness as is possible in the situation. Care should be taken to preserve as much of the child's self-respect as possible and to encourage the child to regain self-control and gain empowerment in their life situations through seeking the outcome of the whole vision statement of the school in their lives.

If a child is exhibiting violence and/or acute levels of distress it may be appropriate and in the best interests of the individual and their peers to remove the 'audience' and take the peer group somewhere safe and quiet till the crisis is over. The wellbeing of all our pupils is paramount.

We acknowledge that during positive physical interventions a pupil may be hurt. Minor bruising or marks may occur during the process of positive physical intervention. Whilst this is always avoided wherever possible, this outcome is preferable to more severe physical harm to the child in crisis resulting from their behaviour, or serious harm occurring to another individual as a result of the incident.

Our commitment to safe, positive handling includes:

- Monitoring and evaluating our responses to challenging behaviour, with particular regard to monitoring the use and effectiveness of any positive physical interventions.
- Reviewing any positive handling plans that may be in place for individual pupils at agreed intervals that allow for swift adaptations to be made to meet the child's needs
- An acknowledgement of our duty of care to all pupils and that sometimes it may be necessary to use a positive handling technique to safeguard a student or students in crisis; or the pupils, adults or property at risk from a student in crisis.
- All positive physical interventions are for the minimum amount of time, using the lightest possible hold and are reasonable, proportionate and necessary.
- All positive physical interventions are recorded and stored in line with the data protection act, and parents/carers are made aware of the use of such interventions if/when they occur. It is the responsibility of the staff member to report incidents directly to the Headteacher or, in their absence, the next senior teacher.

Staff have completed positive handling training September 2021.

At Woodcocks' Well CE (VA) Primary School we have adopted the following DFE 2012 guidance to heads and governors. This guidance advises that:

“School staff can search pupils with their consent for any item. Head teachers and staff authorised by the head teacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has a “prohibited item”. Prohibited items are: knives and weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; pornographic images; any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Use of reasonable force: All school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom. Head teachers and staff authorised by the head teacher can use such force as is reasonable when searching a pupil without consent for prohibited items except where the search is for an item banned by the school rules.

Allegations of abuse against staff: Allegations of abuse must be taken seriously, but schools should ensure they deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort must be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension must not be used as an automatic response when an allegation has been reported.” (*Ensuring good behaviour in schools 2012*)

At Woodcocks Wells' appropriate disciplinary action will be taken against pupils who are found to have made malicious accusations against school staff to ensure the loving safety and display consistent faithfulness to all in the school community.

Restriction of liberty

The physical restriction of a pupil's liberty is a serious step, and must not form part of the sanctions policy of any educational establishment. This includes locking a pupil in any room or part of the school premises with the intention of preventing the pupil leaving, whether or not there are responsible adults present.

Pupil self-esteem

All staff should be aware of the dangers inherent in any method of control which carries a risk of humiliating a pupil in front of his/her peers, or making a pupil feel isolated from the support of peers or staff. It is also important that staff are able to have the wisdom to recognise when an incident is finished in order to avoid over-reinforcing a sanction or demonstration of disapproval and to re-enforce the grace and mercy that is inextricably linked with our school vision statement. Over reinforcement is likely to leave the pupil with lowered self-esteem and a feeling of injustice, and to lead to further discipline problems - it is at these times staff must employ the wisdom of self-control and loving faithfulness.

Peer pressure

The use of peer pressure as a means of controlling behaviour must be entered into with care, otherwise moral pressure can degenerate into resentment-led bullying. In general it is better to

avoid artificial stimulation of group pressure as a means of control and rely more heavily on seeking wisdom that we are told in Galatians 5:22-23 is found through God's Holy Spirit and displayed practically through the characteristics of the fruit of the Spirit.

Proactive staff involvement

Outside the classroom difficult situations are less likely to arise if staff are proactive in engaging pupils' interest rather than simply supervising activities. For this reason supervisory staff should have access to materials and training which will enable them to undertake this role adequately. Here again the issue of judgement and balance is important:

- encouraging too much excitement can lead to over stimulation, while too passive an approach can leave the pupils feeling bored and uncommitted.

Methods of distraction

When a difficult situation is developing, the use of distraction can be effective in diffusing anger, tension or excitement and replacing it with joyous, peaceable, gentleness. This can be achieved in a variety of ways:

- by breaking the pupil's eye contact by moving away, or by moving between two pupils either in an obvious way or on some apparently unconnected errand.
- by providing a competing focus for attention by movement, sound or both. Calling a pupil's name can be effective provided that the adult is able to follow through when the child answers.
- by providing an alternative activity.
- by using humour. This can be very effective, but requires sensitivity and good timing, and, if misjudged, can aggravate the situation.

Responding to frustration

Misbehaviour can sometimes arise out of a pupil's frustration and inability to cope with the immediate situation. It may be helpful to talk through the situation and help the pupil understand it or sympathetically acknowledge the frustration and powerlessness which the pupil is experiencing. Pupils may need support e.g. special needs, differentiation of work, peer 'buddy'.

A change of environment may assist in defusing a difficult situation. This can be achieved by:

- by removing personnel. This may be the pupil/pupils at the focus of the problem or other pupils/adults. Either way, the style of removal is important and the situation will require wisdom, care, sensitivity and tact.
- by adding personnel. While this is clearly appropriate when the situation is moving from the control of those present, care should be exercised not to escalate confrontation or attach undue significance to the power of the pupil's challenge.
- by changing the task where this is the focus of the problem.
- by changing the venue.

Bullying

Bullying takes many forms. It can be short term, or long term. Bullying can be PHYSICAL or VERBAL, or even just a look. It can be SILENT or subtle intimidation. It is not always easy to recognise but an open, agreed definition of bullying is crucial.

Definition:

Bullying is the wilful, conscious desire to hurt, threaten, frighten or intimidate, someone else.

To do this, the bully must exert some sort of power over the victim, a power not always recognisable to adults. If parents teach their children to stand up for themselves, they may also

be teaching them to get their retaliation in first. This immediately brings the values of school with its vision statement and home into conflict.

Violent and aggressive behaviour

Any incident which involves violence or where a serious threat of violence is perceived should be recorded and subsequently discussed in order that appropriate conclusions may be drawn. Consideration should be given to alternative strategies that could have been employed to peaceably avert the situation. Parents should immediately be informed if any violent or aggressive behaviour has been exhibited by any pupil.

Staff should be aware of the influence of their own body language and the interpretation of other people's body language in the process of violent incidents. This will involve an appreciation of the pupil's cultural background as well as techniques for reducing aggression. Face to face confrontation and physically cornering a pupil are often unhelpful and actually increase the potential for violence. It is at this point where the fruit of gentleness, love and peace may be concentrated on to produce within the staff and, lead by example, onto those concerned in the incidence.

Closed door

Where a pupil is removed to another room as a control measure, staff should be aware of the risks inherent in closing the door, even when there is more than one adult present. While recognising that there may be occasions when it is necessary to ensure the pupil's privacy, staff should always take into account the fact that closing a door may be misconstrued or misrepresented and in all faithfulness to the child and staff concerned, should be avoided if at all possible - this is keep both you and the child safe.

Reflection

After any serious incident the pupil should be offered an opportunity to think through and discuss how it arose. If the pupil wishes to discuss the issue with a member of staff, expressions of disapproval and sanctions should be deferred until this has taken place, as in the framework of the vision statement that encourages reflection, forgiveness and restitution a positive outcome may render them redundant.

Mediation

The pupil who has been bullied/hurt should be offered an opportunity to tell the person responsible how they feel, in the presence of a teacher or peer support, and employing the vision statement framework, to discuss how the incident arose.

Reporting procedures

A written record is kept of persistent misbehaviour and serious incidents of misconduct and is kept in the child's online folder. Information recorded includes the date, names of people involved, an account of the incident and details of any advice given or sanctions imposed. This record provides factual, objective and accurate information which may be needed for referral at a later date. We record information as soon as possible while it is still fresh in our mind as relying on memory alone when describing a pupil's pattern of behaviour is open to question.

These records are **confidential** and this must be respected. This is for internal use and recorded information is **not** intended for transfer to the pupil's record card, it is nevertheless an important document and the following points should be borne in mind:-

- Relevant information relating to a particular pupil may be referred to and read by those entitled to do so, i.e. the pupil's parents, the Educational Psychologist etc.
- Information relating to other pupils should be excluded and the relevant extracts photocopied for **entitled readers only**.
- Beware of applied psychology and interpretation. Be factual and use plain English. Be positive, honest and unbiased.
- Distinguish clearly between;

- i) personal observations and experience
 - ii) information repeated to you
 - iii) information overheard or acquired generally
- Quote actual words used if necessary.
 - Keep relevant evidence.
 - Photograph serious damage.

All serious incidents of misconduct should be reported to the Headteacher or a senior member of staff as soon as possible and be recorded. If a pupil should become repeatedly involved in serious incidents of misconduct then (to restore and aide the pupil's personal ability to flourish in a positive manner) involvement of external support agencies will be sought.

The following action may be taken when dealing with pupils whose behaviour is considered to be particularly disruptive or unacceptable. **These procedures will only be initiated after normal sanctions have failed to improve the situation, and after parents have already been fully involved and informed about their child's behaviour. They are taken to seek the very best outcome for the pupil as well as the rest of the school community.**

Behaviour at lunchtime

Incidents which are a cause for concern should be reported to a teacher, a senior teacher or Headteacher immediately.

This applies particularly to aggressive or bullying behaviour to other pupils; persistent name calling or racist remarks; rude and uncooperative behaviour to the dinner supervisors.

REPORTING PROCEDURE*

It is **very rare** for this procedure to be completed but, in serious cases, this will happen and may reach the final stage of a pupil's permanent exclusion from Woodcocks' Well CE (VA) Primary School all within the framework of the school's vision statement.

- 1) Behaviour system of warnings, yellow/red cards followed.
- 2) If step one is repeated more than once, within a week, or a serious incident, the Headteacher will be informed and parents will be asked to take firm measures at home to support the school and bring about an improvement in the pupil's behaviour.
- 3) Class Teacher to monitor behaviour and record on the individual log
- 4) If there is further repetition of steps one and two, the SENCO will be contacted to support the class teacher in writing an initial Individual Behaviour Plan which will identify strategies to support the child.
- 4) If there is further repetition of steps one and two, the SENCO will be contacted to arrange possible support from outside agencies.
- 5) From this point, if the situation does not improve, the pupil may be excluded from school by the Head Teacher for a fixed period of between 1 and 45 days. The Chair of the Governing Body and the LEA will be notified.
- 6) If the unacceptable behaviour persists after this, the pupil may be excluded from school permanently pending an investigation by the Governing Body. The Chair of the Governing Body and the LEA will be informed immediately.

* In the event of serious/extreme behaviour then the graduated card response may be bypassed and parents contacted on the day.

Pupils leaving school without permission

Staff should take all necessary and reasonable steps to ensure the safety of pupils in their care. However, if a pupil is determined to leave the premises, the powers and duties of staff are limited to persuasion and a reminder of any sanctions that might be incurred.

It is not permitted to physically prevent a pupil from leaving. However, if it is felt that the pupil is acutely distressed or emotionally disturbed to the extent that they may be at **risk of significant harm**, (i.e. you feel that they might run out into the road without taking due care) then it **shall** be appropriate for a member of staff to use a level and method of restraint compatible with that of a caring parent.

Staff will not be held responsible for pupils who leave the premises without permission. In the event of a pupil leaving school without permission, the parents or emergency contact person will be informed as soon as possible. If the whereabouts of the pupil cannot be determined within a reasonable length of time then local police will be informed.

Behaviour when not on school premises:

The Governors and the Headteacher reserve the right to sanction any pupil whose behaviour may adversely affect other individuals, or affects the reputation of the school, even whilst the pupil may not be on the school premises.

Coronavirus

The pandemic has seen increased hygiene procedures in school which need to be followed. Those who refuse to follow the procedures will be removed from class and sent to the Headteacher where parents will be contacted to speak to the child in an action of kindness and faithfulness not only to the pupil themselves but also to the wider school family.

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.