



# School Behaviour Policy

## INTRODUCTION

The Behaviour and Discipline policy operates in conjunction with the following policies:

- Anti-bullying policy
- SEND Policy
- Single Equalities policy
- Attendance Policy
- Safeguarding and Child Protection policy
- Positive handling and restraint policy
- Inclusion policy
- Use of internet and e-safety

At Wanborough Primary school we are committed to enabling all children to access education successfully. This is an “inclusive” process; part of this commitment is concerned with establishing a high standard of behaviour throughout the school. The way in which pupils and adults behave has a profound effect on all the work that is undertaken. Therefore, a well thought out approach to this aspect contributes directly to both the social and learning aspects of our school.

To create an atmosphere where children are able to develop a moral awareness and are sensitive to the needs of others and one in which they will show respect and consideration for other people and property.

To praise and reward positive attitudes to behaviour and work and to maintain fairness and consistency, whilst encouraging self-discipline.

We recognise that high standards are best promoted when everyone (staff, parents and children) have a shared understanding of what is acceptable and unacceptable behaviour.

By promoting good behaviour we can build individual and collective esteem and encourage good personal relationships.

- Ensuring a safe, caring and happy school
- Promoting good citizenship, good self-esteem, self-discipline and emotional intelligence
- Preventing bullying.

The Governing Body has a duty under S175 Education Act 2002 that requires them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

### **Wanborough Primary School PRINCIPLES of Behaviour**

- Every child has the right to learn but no child has the right to disrupt the learning of others.
- Everyone has a right to be listened to, to be valued, to feel and be safe. Everyone must be protected from disruption or abuse.
- The fundamental approach is a positive one, drawing attention to, rewarding good behaviour and mutual respect
- Whole school approach to discipline with a clearly defined code of conduct.
- It is expected that all adults (staff and volunteers) will set excellent examples to the children in all their work.
- We will seek to give every child a sense of personal responsibility for his/her own actions.
- We implement effective communication systems to identify incidents and patterns of behavior.
- Where there are significant concerns over a pupil's behaviour we will share the strategies we use with parents; working on an active partnership to promote good behaviour.
- We strive to provide support for developing problems. We will seek advice and support from appropriate outside agencies.
- Strategies may be recorded in an Early Help Record, Education Health Care Plan and/or an individual timetable.
- Bad language is considered to be unacceptable behaviour
- As the staff of the school we will constantly seek to inform ourselves of good practice and strategies to further improve behaviour and attitudes. This may be through periodicals and books, attendance on courses and advisory visits. It will be a high priority to disseminate such ideas throughout the staff.

## IMPLEMENTATION

It is recognised that the quality of learning experiences in the classroom will have an impact on behaviour. High expectations from staff delivering a curriculum matched to children's varying needs will help to motivate pupils promoting self-esteem and confidence, leading to order and self-discipline.

It is also recognised that external influences on children must be taken into account and related to the expectations of the school. The development of good relationships with parents will assist in the encouragement of support and understanding.

Finally, it is important to reward those who behave well. Most children respond well to praise and there is something worthy of praise in all children. However, it is important that children accept responsibility for their own actions through a clearly defined code of conduct understood by all.

***IN ALL DISCIPLINARY ACTIONS IT IS ESSENTIAL THE CHILD KNOWS THAT IT IS THE BEHAVIOUR WHICH IS UNACCEPTABLE, NOT THE CHILD AS A PERSON.***

## THE ROLE OF THE HEADTEACHER

It is the role 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 the 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 has access to records of all reported incidents of misbehavior. 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. Both these actions are only taken after the School Governors have been notified and the guidance followed on excluding a child is adhered to.

The head teacher must **publicise the school behaviour policy**, to staff, parents and pupils at least once a year.

## THE ROLE OF GOVERNORS

Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.

Section 88(2) of the EIA requires the governing body to:

- make, and from time to time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour and discipline amongst pupils; and
- notify the head teacher and give him or her related guidance if the governing body wants the school's behaviour policy to include particular measures or address particular issues.

Before making their statement of principles, the governing body must consult (in whatever manner they think appropriate) the head teacher, school staff, parents and pupils.

The governing body must provide clear advice and guidance to the head teacher on which he/she can base the school behaviour policy.

The governing body will notify the head teacher that the following should be covered in the school behaviour policy:

- Screening and searching pupils (including identifying in the school rules items which are banned and which may be searched for);
- The power to use reasonable force or make other physical contact;
- The power to discipline beyond the school gate;
- Pastoral care for school staff accused of misconduct;
- When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.
- In providing guidance to the head teacher, the governing body must not seek to hinder teachers' powers by including 'no searching' or 'no contact' policies, nor to restrict their power to discipline pupils for misbehaviour outside of school.

Governing bodies will also wish to consider their duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children and their general duty to eliminate discrimination under section 149 of the Equality Act 2010.

The governing body will in consultation with the Headteacher consider what the school's response will be to:

- any bad behaviour when the child is:
  - taking part in any school-organised or school-related activity or
  - travelling to or from school or
  - wearing school uniform or
  - in some other way identifiable as a pupil at the school.
- or, misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the school or
  - poses a threat to another pupil or member of the public or
  - could adversely affect the reputation of the school.

## 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 policy consistently. The teacher treats all children in their class with respect and understanding.

It is the responsibility of the class teacher to record significant incidents of inappropriate behaviour on our Scholar Pack management system.

Teachers have **statutory authority** to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (*Section 91 of the Education and Inspections Act 2006*).

The power also applies to **all paid staff** (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.

Teachers can discipline pupils at any time the pupil is **in school or elsewhere** under the charge of a teacher, including on **school visits**.

Teachers can **confiscate** pupils' property.

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, in line with the whole-school policy.

## **THE ROLE OF NON-TEACHING STAFF**

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

The staff at Wanborough Primary 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.

All non-teaching staff treat each child fairly and enforces the policy consistently and treat all children in their group with respect and understanding.

Support staff should report any significant incidents back to the class teacher. See lunchtime behaviour guidance.

## **PARENTAL INVOLVEMENT**

Staff welcome early contact if parents have a concern about their child's behaviour or fear that they are being upset by others. If parents and school work together we believe that the discipline and behaviour of pupils will be maintained and respected by all.

Parents can help in the following ways:

- By ensuring that pupils arrive punctually for the start of the school day.
- By ensuring that pupils are appropriately dressed for school and PE, so as to take a full part in all school activities.
- By supporting the school in our policy that all pupils are expected to behave in a responsible manner, both towards themselves and others, showing consideration, courtesy and respect for other people at all times.
- By ensuring that pupils show a proper regard for other people's property, buildings and the environment.
- By ensuring regular attendance at school and avoiding unnecessary pupil absence.

We value our partnership with parents/carers and encourage involvement in all aspects of school life including discipline and behaviour.

We aim to:

- Welcome parents into school and make them feel valued.
- Develop good communication between parents and school.

## **Wanborough Primary School Behaviour Policy**

At Wanborough Primary School, discipline is recognised to be a collective responsibility between parents, staff, governing body, children and other agencies involved with school. It is vital that the behaviour policy is clear, that it is well understood by staff, parents and pupils and that it is consistently applied. If this partnership is working effectively then we expect:

### **Parents**

- To be aware of the policy
- To ensure children's regular attendance and punctuality
- To encourage their children to show respect and support the school's authority to discipline children.

### **Staff**

- The Headteacher fully supports the staff's authority to discipline.
- To follow and apply the behaviour policy
- To be fair and consistent
- To develop an effective working atmosphere

### **Governing Body**

- To deal with allegations against teachers and school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person subject to the allegation.

### **Children:**

- To move in an orderly manner around school
- To show respect for rules, people and property
- To demonstrate appropriate levels of concentration and self-discipline
- To take responsibility for their own actions
- To co-operate with and respond to the school's behavior expectations
- To be polite, considerate and caring

The desired outcome is that children will be motivated and enthusiastic, taking a pride in themselves and our school. Keeping themselves and others safe.

Through praise and encouragement, we aim to emphasise the following positive qualities:

- Kindness
- Consideration
- Tolerance
- Respect
- Co-operation
- Patience
- Empathy
- Good Manners

The following behaviour is considered to be unacceptable:

### **Aggression towards pupils and adults**

#### **Swearing**

#### **Rudeness**

#### **Stealing**



## **Bullying (including Cyber-bullying)**

There is no legal definition of bullying. However, it's usually defined as behaviour that is:

- Repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation It takes many forms and can include:
  - physical assault
  - teasing
  - making threats
  - name calling
  - cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)
  - Racist and Religious Bullying
  - Sexual, Sexist and Transphobic Bullying
  - Homophobic Bullying
  - Disablist Bullying

At Wanborough Primary School we:

- do not tolerate bullying
- will never ignore Bullying
- record all instances of bullying on CPOMS
- will inform parents and carers of bullying via telephone or in face to face contact
- address every instance of bullying, in line with the school Anti-Bullying Policy, with each child or young person involved taking responsibility for his/her actions, apologising and agreeing to stop/change the behaviour causing concern
- will support children and young people to develop age appropriate level e-literacy so that they are able to keep themselves safe on-line and report cyber-bullying.

**Sexual harassment and sexual violence** - the school will not tolerate or accept harassment as “banter”, “boys being boys (or girls being girls)”, “just having a laugh” or “an inevitable part of growing up”. Grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts, lewd comments, sexual remarks / names and jokes/taunting will be dealt with and not dismissed or tolerated by the school staff.

**Discriminatory language/incidents** - Although quite rare, incidents which include elements of racism, homophobia, sexism or those which are related to disability, gender presentation or religion are not acceptable within our school's community. They will be dealt with in line with this Policy with further advice and a coordinated response from Senior Leadership Team. Incidents must be recorded appropriately on CPOMs, including all follow-up action. Some children use discriminatory language without understanding its impact and this must be viewed as an opportunity to teach children how to be respectful to each other.

We aim to encourage the children to exercise self-discipline and develop the ability to:

- Control their feelings.
- Take turns and share.
- Learn to interrupt only if, and when, appropriate.
- Listen and respond immediately to the teacher's voice.
- Work independently and co-operatively.
- Work without disturbing others.
- Work consistently, always giving their best.

#### **WORK MATCHED TO NEEDS / PROMOTING SELF ESTEEM.**

Staff aim to promote positive self-esteem by:

- Providing opportunities for children to work at their own level in order to achieve success.
- Helping children gain confidence in their own ability.
- Motivating children to improve their performance.
- Encouraging children to take pride in their achievements, sharing their ideas and skills with others.

## STRATEGIES

In order to assist with the implementation of our behaviour policy, **staff** should:

- Aim to be good role models.
- Supervise children to and from classrooms, into cloakrooms and to and from playgrounds. Where possible year groups can work together.
- Remind children, as they leave classes, of expected behaviour when moving around school i.e. walking in single file - no running.
- Encourage group/ring games in the playground, placing emphasis on taking turns
- Give reasoned explanations for the behavior expectations and resulting sanctions
- Use key words for reinforcement e.g. kindness, care and consideration, sharing, friends.
- Use the schools reward system to award academic and non-academic achievement and effort.
- Praise individuals, groups and classes as and where appropriate.
- Ensure that resources are clearly labelled, easily accessible and that children have some responsibility for their care.
- Actively support parental involvement in school and remind parents that they have a valuable role to play.
- Ensure copies of the Behaviour Policy are included in parental information upon starting and accessible through the schools website.
- Utilise present communication systems in school.
- Use identified procedures for non-attendance, persistent lateness.
- Involve outside agencies where necessary through consultation with the SENDCo.

## **CLASSROOM MANAGEMENT AND PROCEDURES**

To promote good discipline within the classroom staff should aim to:

- Establish defined classroom areas.
- Label resources clearly and make them easily accessible.
- Design classroom layout to facilitate ease of movement.
- Organise and adhere to consistent classroom routines e.g. lining up, sitting correctly.
- Place emphasis on independent learning.
- Be well prepared and organised.
- Allow adequate time for tidying up.
- Make expectations clear to children and parents, when applicable.
- Share responsibilities between all children.
- Avoid shouting, use eye contact, gesture, etc.
- Maintain a quiet, calm atmosphere.
- Encourage children to raise their hands rather than interrupt.
- Send children to collect resources in small groups.
- Be ready in the classroom to greet children before the start of each lesson.
- Involve children in the organisation of systems wherever possible.
- Be positive e.g. use of 'please walk', rather than 'don't run'.

The use of Golden Rules is now in place in all classes in the school. **This is based on the principle that everyone has a right to learn and a responsibility to allow others that right.**

The children agree to abide by these rules and understand that if they do not adhere to them there is a procedure that is followed fairly and consistently for everyone.

The school has seven Golden Rules. These are revisited regularly at school level (usually collective worship), class level and with individuals. The rules are:

- **We are kind and gentle.**
- **We look after property.**
- **We work hard and follow instructions**
- **We listen and put our hands up**
- **We are honest**
- **We all share and work as a team**
- **We are helpful and polite**

## **POSITIVE BEHAVIOUR MANAGEMENT**

### **Behaviours which may signify emotional and behavioural difficulties**

There are a number of behaviours which may signal the need for special provision. Most obviously these include bullying, disruptive behaviour and poor temper management. Less obviously these include poor motivation, poor organisational skills and poor concentration.

### **Possible behaviour difficulties due to low self-esteem**

Children often have life experiences which make them feel that they are not loved, cared for, valued or seen as special by others. This can inform their behaviour patterns, which may have a negative influence on the way people react to them, which ultimately reinforces their low self-esteem. A vicious circle is established, which many pupils lack the insight or the power to break.

Pupils with low self-esteem may display their insecurities by

- Becoming either boastful or over self-critical
- Becoming aggressive or withdrawn
- Looking for ways to avoid new academic or social challenges
- Finding it hard to relate appropriately to others and appearing uncomfortable in unfamiliar company or situations
- Experience difficulties in making friends.

## **Children and young people with exceptional behavioural needs**

The majority of children and young people at the school behave and respond positively to our guidelines. However, some of our children and young people need additional support to learn to manage their behaviour. Some children may have experienced trauma from adverse childhood experiences (A.C.E.) as well as toxic stress. A.C.E. can include physical and emotional abuse, neglect, caregiver's mental health and violence. The more A.C.E.s a child experiences the more likely they are to display adverse behaviours (dip in performance, poor choices and attendance) from the toxic stress their body is under. This can lead to long lasting wear and tear on the body and brain.

We do this by:

- Build a positive relationship with the child.
- Start every new day as a new start
- We train staff to watch children's behaviour and view this as a form of communication
- Take the time to listen to the child and identify their needs
- Working in line with this Policy
- Provide structure, consistency and routine
- Plan for change where possible
- Build on the child's passions and interests
- Find the child's safe place in the building
- Identifying who the child's safe adult is
- Putting in additional scaffolding, tailored to the specific needs of each child or young person.
- Considering early help and referring to agencies through the Early Help Assessment process
  - Multi-agency review
- Observations in a range of contexts
- Making the routines/strategies more detailed
- Drawing up a Risk Assessment and Positive Behaviour Plan detailing action to be taken when identified behaviour occurs. This is shared with the child or young person, parent and other staff
  - Drawing on additional resources from beyond the school, eg Behaviour Support, Family Support Worker, Targeted And Mental Health support (TAMHs) and Education Psychologist involvement
- Parental and family support

## BEHAVIOUR MODIFICATION

This process can be used with individual groups of children, classes or year groups as appropriate. All members of staff involved with the target group should work corporately and consistently.

### Intervention Techniques

The following intervention techniques can be used in the development of individual programmes for specific children with behaviour problems after consultation with the head teacher and SENDCo.

- **Ignoring** i.e. where practical ignore inappropriate behaviour, praise appropriate behaviour (role models).
- **Positive Questioning** e.g. what are you doing? What should you be doing? Good, you know what to do so can you do it.
- **Positive Choices** If you do this, then this will happen (positive outcome) If you choose to do this, then this will happen (negative outcome). Now you choose what you are going to do.
- **Behaviour Book** The class teacher holds this book in which individual problems are recorded.
- **Compliance Training** i.e. provide practice in following instructions in settings where praise can be given. Use of games - Follow My Leader, Simon Says, etc.
- **Code of Conduct/Rules** i.e. positively phrased - incompatible with undesirable behaviour. Take the rule and provide examples. Use praise for positive actions.
- **Modelling** i.e. indicate role models displaying appropriate behaviour. Adults to be good role models.
- **Distraction** i.e. if a difficult situation is likely to develop distracting the child's attention, e.g. give a specific task, send a message, etc.
- **Time Out** i.e. pupils given 'time out' – an opportunity to work under supervision but away from the classroom situation or a period of reflection, standing alone on the playground during playtime within sight of the teacher or supervisor.

## CONFISCATION OF INAPPROPRIATE ITEMS

There are two sets of legal provisions, which enable school staff to confiscate items from pupils:

The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.

**Power to search without consent** for "prohibited items" including:

- 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

The legal provisions on school discipline also provide members of staff with 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 authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Force **cannot** be used to search for items banned under the school rules.

School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.

Suspension should not be an automatic response when a member of staff has been accused of using excessive force.



Senior school leaders should support their staff when they use this power.

***Please Note: Parental consent is not required to restrain a pupil.***

## **WHAT IS REASONABLE FORCE?**

- The term '**reasonable force**' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. **Control** means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- **Restraint** means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

## **WHO CAN USE REASONABLE FORCE?**

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

## **WHEN CAN REASONABLE FORCE BE USED?**

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

### **Schools can use reasonable force to:**

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

### **Schools cannot:**

- use force as a punishment – it is always unlawful to use force as a punishment.

## **COMMUNICATING THE SCHOOL'S APPROACH TO THE USE OF FORCE**

- Every school is required by law to have a behaviour policy and to make this policy known to staff, parents and pupils. This policy should include guidance on the use of reasonable force although this is not a legal requirement.
- Any policy on the use of reasonable force should acknowledge their legal duty to make reasonable adjustments for disabled children and children with SEN.
- Schools do not require parental consent to use force on a student.
- By taking steps to ensure that staff, pupils and parents are clear about when force might be used, the school will reduce the likelihood of complaints being made when force has been used properly.

## **STAFF TRAINING**

The Headteacher should consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the pupils when doing so.

### **Telling parents when force has been used on their child**

If the use of force has been applied to a child then a record will be made and the parents/guardians will be informed.

In deciding what is a serious incident, teachers should use their professional judgment and also consider the following:

- the pupil's behaviour and level of risk presented at the time of the incident;
- the degree of force used;
- the effect on the pupil or member of staff;
- the child's age.

For more information please see **WPS** positive handling and restraint policy.

## **REWARDS**

We aim to reward positive behaviour rather than emphasise negative attitudes to behaviour and work. It is important to keep this philosophy in perspective. For the majority of children this approach will work, sanctions should be needed only for a minority of children.

It is essential that the main focus for rewards and sanctions should be within the classroom, extending to Senior Management where necessary. They should be applied in a fair and consistent manner with appropriate parental involvement.

These can be given to individual children, small groups or classes by:

- Classroom Assistants, all support staff and volunteers
- Class teachers
- Peripatetic teachers
- Assistant Headteachers
- Headteacher
- Midday Supervisors

### **Rewarding positive behaviour**

It is important that each team has the appropriate rewards and that they are rewarded consistently.

### **Foundation Stage and Key stage 1**

#### **Individual rewards**

Names visually displayed on class sun and rainbow

Verbal praise

Stickers

Certificates

Visit to Head teacher

Notes home

### **Class rewards**

Class rewards can be used to reinforce behaviours that we are teaching the children from the time they start school.

e.g. happy playtimes, good listening, lining up quickly and quietly, tidying up,

***NB Sweets and toys should not be given out as rewards.***

### **Collective rewards**

Children will be grouped into 4 houses across the school. GROW awards will be given out in the weekly celebration assembly and totalled at the end of term. This will lead to an appropriate house reward at the end of the month e.g. disco, extra playtime

## **Keystage 2**

### **Individual rewards**

Names visually displayed on green traffic light and star board

Verbal praise

Stickers

Certificates

Visit to Head teacher

Notes home

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## **SANCTIONS**

### **Agreed procedure for dealing with unacceptable behaviour**

As with rewards for positive behaviour, it is vitally important that we deal with any unacceptable behaviour in an agreed and consistent way. We acknowledge that the response will depend on the severity of the incident and circumstances of the child. We recognise that ongoing communication with parents is an important part of the process. When following some of these procedures staff should seek support from a colleague and never deal with a pupil in the room on their own. The aim of these procedures is to minimise disruption to the other children and to focus on positive behaviour.

### **Sanctions**

1. A non-verbal warning e.g. stern look
2. Verbal warning
3. An explanation of why and what can be done to rectify the behaviour.
4. Inform SLT member or the head teacher.
5. Child is sent to the Headteacher
6. Parents called in
7. If no further progress is made, other options will be considered. This will include a meeting between all parties to consider the next best step. An Individual Behaviour Plan (IBP) will be considered and external agencies may also be involved.
8. In extreme cases, a child may be excluded from school. In such cases the latest guidelines from the Local Authority will always be strictly adhered to.

## **Further Sanctions**

In addition, the class teacher can seek the involvement of the Headteacher. The Headteacher can impose further sanctions.

- Ask parents to escort children to and from the premises before and after school, on safety grounds
- Fixed exclusion
- Permanent exclusion
- Exclusions will be carried out in accordance with LEA policy and Governors directive and be used in only the most serious cases. It should provide a period of time for the consideration and solution of a problem. A short period of exclusion allows an opportunity for all interested parties to come together.

## **STAGES OF INTERVENTION**

The school's discipline procedures can be summarised into seven stages.

### **Stage 1**

The class teacher supports the child and encourages them to develop strategies which will assist them to resolve their own difficulties.

If there is no improvement assistance should be sought from another adult in school.

If there is no improvement the child should be informed that parental contact will be made by the class teacher and the reasons should be made clear.

### **Stage 2**

Joint intervention by the class teacher and parents. The child should be included in discussions as appropriate.

If there is no improvement the class teacher should inform the parents and child that the matter will be referred to the SENDCo and member of SLT, stating the reasons why.

### **Stage 3**

Discussions between SENDCo and parents, involving the child as appropriate, to try and resolve the problem. The Assistant Head Teacher may become involved if a resolution cannot be reached. Early Help Record initiated if appropriate.

If there is no improvement, the SENDCo and Assistant Head Teacher should inform the parents and child that the matter will be referred to the Headteacher stating the reasons why.

### **Stage 4**

Discussions between the Head teacher and parents involving the child as appropriate. The class teacher, SENDCo or Deputy Head teacher to be included as necessary. Involvement of appropriate external agencies may be considered.

A contract may be agreed between school, parents and child. e.g. a reduced timetable.

If there is no improvement the Headteacher should inform the parents of any further action which is likely to be taken, stating the reasons why.

### **Stage 5**

The Head teacher refers the matter to the Governing Body giving account of the action taken by school to date, supported by logged information.  
A fixed term exclusion for one or several days may be applied.

### **Stage 6**

If a pupil has been excluded for a fixed term the Head teacher refers the matter to the Governing Body giving account of the action taken by school to date, supported by logged information.

If supported by parents/ carer's a decision to complete a 'managed move' may be taken to try and prevent permanent exclusion.

## Stage 7

If all of the above 6 stages have failed to improve persistent challenging behaviour a permanent exclusion may be given. In extreme cases of violence an immediate permanent exclusion may be given by the Head teacher (without need for previous stages of intervention).

**(For more information on exclusions, please refer to WPS Exclusion Policy)**

### PROCESS AND RECORD KEEPING

- Where behaviour is persistently below the standard required the pupil will be entered on the Special Needs register and strategies set up by the class teacher. Informal notes will be kept by the class teacher and may be discussed at consultations with the parents or at other informal meetings. An Early Help Record may be constructed to help improve behaviour. TA time and midday supervisor support may be allocated to implement strategies to improve behaviour. External agencies may be involved.
- Monitoring systems may be used to assess causes, frequency and outcomes of poor behaviour. E.g timetable based monitoring.
- At all times parents are kept informed and encouraged to be active partners in the strategies to meet the child's needs.
- In extreme cases where behaviour is not improving in response to the above strategies, the Head Teacher and SENDCo may set up a Support Plan with a view to preventing the child from being excluded. This plan will involve the parents, pupil, teachers and TAs and any external professionals involved with the child.
- *In very extreme circumstances, the Headteacher may exclude a child from school either for a fixed period or indefinitely.*

**For more information on exclusions, please refer to WPS Exclusion Policy**

**Approved:                      September 2023**

**Next Review:                 September 2024**





## Behaviour Incident Log Sheet for Breakfast Club

<b>Name / Year:</b>	<b>Location:</b> Classroom Corridor Hall Playground Field Toilets <b>(Please circle)</b>
<b>Role: (Please circle)</b>	Aggressor Victim Participant Reporter Witness
<b>Behaviour type: (Please circle)</b> <b>SLIP to be sent class teacher</b>	Rudeness Cheeky Backchatting Defiance Ignoring staff Aggression (verbal) Upsetting others
<b>Behaviour type: (Please circle)</b> <b>CHILD to be sent to a SLT member.</b>	Aggressive behaviour Cyber - bullying Assault on staff member Racist bullying Assault on another child Religious bullying Defiance Disablist bullying Damage to property Inappropriate language of a sexual nature Fighting Sharing of nude / semi-nude images Unwanted touching, interfering with another child's clothing Verbal abuse Swearing Sexual assault Stealing Homophobic behaviour Inappropriate behaviour (other)
<b>Date / Form Completed by:</b>	
<b>Action Taken by Teacher/SLT:</b>	

## Behaviour Incident Log Sheet for Lunchtime Staff

<b>Name / Year</b>	<b>Location:</b> Classroom Corridor Hall Playground Field Toilets
<b>Role: (Please circle)</b>	Aggressor Victim Participant Reporter Witness
<b>Behaviour type: (Please circle)</b> <b>SLIP to be sent class teacher</b>	Rudeness Cheeky Backchatting Defiance Ignoring Aggression (verbal) Upsetting others
<b>Behaviour type: (Please circle)</b> <b>CHILD to be sent to a SLT member.</b>	Aggressive behaviour Cyber - bullying Assault on staff member Racist bullying Assault on another child Religious Bullying Defiance Disablist bullying Damage to property Inappropriate language of a sexual nature Fighting Sharing of nude / semi-nude images Unwanted touching, interfering with another child's clothing Verbal abuse Swearing Sexual assault Stealing Homophobic behaviour Inappropriate behaviour (other)
<b>Date / Form Completed by:</b>	
<b>Action Taken by Teacher/SLT:</b>	

## Behaviour Incident Log Sheet for After School Club

<b>Name / Year</b>	<b>Location:</b> Classroom Corridor Hall Playground Field Toilets <b>(Please circle)</b>
<b>Role: (Please circle)</b>	Aggressor Victim Participant Reporter Witness
<b>Behaviour type: (Please circle)</b> <b>SLIP to be sent class teacher</b>	Rudeness Cheeky Backchatting Defiance Ignoring staff Aggression (verbal) Upsetting others
<b>Behaviour type: (Please circle)</b> <b>CHILD to be sent to a SLT member.</b>	Aggressive behaviour Cyber - bullying Assault on staff member Racist bullying Assault on another child Religious bullying Defiance Disablist bullying Damage to property Inappropriate language of a sexual nature Fighting Sharing of nude / semi-nude images Unwanted touching, interfering with another child's clothing Verbal abuse Swearing Sexual assault Stealing Homophobic behaviour Inappropriate behaviour (other)
<b>Date / Form Completed by:</b>	
<b>Action Taken by Teacher/SLT:</b>	