



Willow Fields Primary School

Behaviour and Discipline Policy.

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's 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 rules, but our behaviour policy is not primarily concerned with rule enforcement. 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 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 cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Our expectations.

We aim for all children to



- Have good manners
- Show self-control and self-discipline
- Work and play co-operatively
- Show care and tolerance towards each other
- Respect their property, the property of others and their environment
- Show self-motivation in all aspects of school life

We plan to achieve these aims by

- Regularly discussing acceptable modes of behaviour with individuals, groups and the whole school
- Respecting each child and what they can offer
- Applying a consistent approach
- Being role models
- Rewarding and praising good behaviour
- Sanctioning bad behaviour
- On-going contact with parents

Rewards.

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

- Staff verbally praise children.
- Staff give children stickers, certificates and token points
- Each week we nominate a child from each class to receive a Pupil of the Week award for their good work or behaviour in our assembly
- Key stage 1 and 2 pupil achievements are rewarded by the presentation of certificates in assembly
- In key stage 2 a token system operates and a cup is presented at the end of the week
- We distribute stickers and tokens to children for good work and good behaviour and to acknowledge outstanding effort or acts of kindness in school.
- All classes have an opportunity to lead a class 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. Assemblies celebrate children's achievement out of school, for example, music or swimming certificates.



Sanctions.

Sadly there will be times when children are badly behaved. Children need to discover where the boundaries of acceptable behaviour lie. These boundaries are firmly and clearly outlined below and are fairly and consistently applied. Minor breaches of discipline are generally dealt with by the class teacher in a caring, supportive and fair manner, with some flexibility regarding the age of child as far as sanctions are concerned.

Each case is treated individually. Children are made aware that they are responsible for their own actions and that breaking rules will lead to consequences.

Normal sanctions include a verbal reprimand and reminder of expected behaviour, loss of free time such as playtimes, moving to sit alone sending work home, letters of apology and loss of responsibility.

Parents will be involved at the earliest possible stage. If problems are persistent or recurring, children then may be placed on a daily or weekly report to monitor their behaviour with parents' support.

Major breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the premises without permission, verbal abuse, refusal to work and disruptive behaviour in class. This type of behaviour is extremely rare at Willow Fields and it is the responsibility of the Headteacher to deal with it severely, especially if the problem keeps recurring. The standard procedure for this sort of problem follows a set pattern. Failure to improve leads automatically to the next stage.

Behaviour Ladder

In school we operate a consistent system across the school to support behaviour management.

SEE BEHAVIOUR LADDER APPENDIX 1

Children start at the bottom rung of the ladder each day and will climb the ladder each time there is a poor behaviour choice and consequences have to



be given. This behaviour is recorded on a class sheet and recorded on CPOMs every Friday so that behaviour can be tracked and monitored.

If behaviour is severe, children will go out with a WASP teacher, away from their class and will complete work with a TA once they have settled down and are making the correct behaviour choices. There is a different WASP teacher each day who is responsible for withdrawing children who need time out.

Rewards

Children who have stayed on **cloud nine** will receive an additional treat at the end of every half term for those children who have been consistently well behaved.

Parents need to be aware that school will follow the exclusion procedures as laid down by the local authority if a child's behaviour is severe or recurring which could lead to fixed term or permanent exclusion from the school.

The role of the class teacher

- It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- The class teachers in our school have high expectations of the children with regard to 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 teachers treat all children in their classes with respect and understanding.
- If a child misbehaves repeatedly in class, 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 SENCO and Headteacher.
- 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 class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

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

The Headteacher keeps records of all reported serious incidents of misbehaviour using CPOMs.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour following local authority guidelines. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.

These actions are taken only after the school governors have been notified.

The role of parents

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school. We explain our expectations for behaviour in the school prospectus and our Behaviour Policy is available for all parents to read on our school website. We expect parents to read them and support them. We expect parents to support their child's learning, and to cooperate 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, we expect



parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these Behaviour and Discipline Policy discussions cannot resolve the problem a formal grievance or appeal process can be implemented.

The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.

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

Discipline in schools-teachers' powers

- 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 90 and 91 of the Education and Inspections Act 2006)
- The power also applies to all paid staff (unless the Headteacher 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 the teacher, including school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers have the power to impose detention outside school hours
- Teachers can confiscate pupils' property



Power to use Reasonable Force

Members of staff have the right 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.

Headteachers 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 or cigarettes, fireworks or articles that have been or could cause harm.

De-escalation strategies will always be used to manage inappropriate behaviour before any 'reasonable force' is considered. During any time when reasonable force has to be implemented it is accepted that injury could be caused either to the pupil being restrained or to the adult restraining.

In our school, all staff have current de-escalation and Team-Teach training which is refreshed periodically. While some physical injury could potentially occur, Team-Teach techniques seek to avoid injury to those concerned but it is possible that minor injury may occur.

The use of force is not used as a punishment. The decision of whether or not to physically intervene is down to the professional judgement of the staff member concerned and will always depend on the individual circumstances. The headteacher authorises all school staff to use reasonable force provided that staff have made the judgement that they are acting in the best interest of the child and that it is a proportionate and reasonable response.

Reasonable force can be used in the following circumstances -

- To remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- To prevent a learner leaving the classroom where allowing a child to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- To prevent a pupil from attacking a member of staff or another child or to stop a fight.
- To restrain a child at risk of harming themselves.



- To stop any behaviour prejudicial to the maintenance of good order or discipline within a classroom or the school in general.

Any incidents during which restraint is used must be recorded immediately on CPOMs and the head teacher alerted. The information recorded on CPOMS must be brief and factual. Information must contain:

- The name of the child and linked pupils
- Time
- Place
- All de-escalation techniques applied prior to the physical intervention
- The physical intervention and the reasons why it was applied

The headteacher will then de-brief with the staff members involved and the child and will take appropriate actions in relation to the behaviour strategies outlined within this policy.

Malicious Allegations

Any malicious allegations made towards any member of our school community, either written or verbal or through social networking sites, will be taken very seriously. These allegations will be recorded, reported to the LADO (Local Authority Designated Officer) and information will be passed to any future schools.

Monitoring and review

The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher 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.



The Headteacher keeps a record of any child who is excluded.

It is the responsibility of the governing body to monitor exclusions and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

Behaviour and Discipline Policy

This policy should be read in conjunction with the school's Safeguarding policy.

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

References & Linked Documents - >

- Education Act 1996
- Behaviour and Discipline Including the Use of Reasonable Force in Schools 2012
- Use of Reasonable Force 2013