WENTWORTH PRIMARY SCHOOL

Behaviour & Discipline Policy

April 2017

Reviewed September 2018

Next Review: September 2021

Statement of Intent

At Wentworth we are committed to ensuring that every member of the school is treated with respect, courtesy and consideration. We believe every individual has the right to an opinion and should be able to express their feelings openly. Our school rules provide stability and consistent boundaries for the children which is why it is important that all members of staff follow them. If problems occur they should be dealt with immediately to make sure conflict is avoided.
All Staff, Governors, pupils, parents and other visitors are expected to follow this policy.

Expectations for teachers

Classroom

- Meet and greet pupils when they come into the classroom
- Agree and display rules in the class and ensure that pupils and staff know what they are
- Discuss sanctions in the class
- Have a system in place to follow through with all sanctions
- Display rewards in class
- Have a system to follow through rewards
- Have a visual timetable on the wall in Key Stage 1 and Foundation
- Follow the school behaviour policy

Teaching

- Ensure that all resources are prepared in advance
- Praise the behaviour you want to see more of
- Praise the children doing the right thing more than criticising those who are doing the wrong thing (parallel praise)
- Differentiate
- Stay calm
- Have clear routines for transition and for stopping the class
- Teach class routines
- Have a plan for children who are likely to misbehave
- Ensure all adults in the class know the plan
- Understand pupils' special needs

Parents

- Give feedback to parents about their child's behaviour – let them know about the good days as well as the bad ones

Expectations for pupils

To follow the school rules and show consideration to others at all times.
To Be Kind, Be Safe and Be Responsible

What are our rules, rewards and consequences?

Rules

Individual classroom rules to be negotiated with the pupils and devised to meet the needs and issues of the whole class including that pupils must not enter or leave the classroom without permission.

Both sets of rules must be clearly displayed and referred to at appropriate times to remind the children of the expectations of the class and school.

Rewards

At Wentworth we understand that positive reinforcement creates the best learning environment for all children. A whole school reward system called Class Dojo is in place for pupils to earn points for positive behaviour, points may also be lost for poor behaviour. Adults and peers celebrate success to allow children to achieve their full potential through a range of rewards eg: Office reward for being polite and helpful; the cleanest classroom award for the term; and the Midday award at lunchtime. Therefore, we put positivity, praise and building self esteem at the heart of our teaching and learning.

The following is a list of rewards:

- Verbal praise
- Awarded a Dojo
- Verbal praise accompanied by a sticker in the child's home link book or on jumper
- 'Ask me what I've done' sticker
- Special jobs and responsibilities such as being a helper or leading a line
- Certificate and a special sticker from the Head teacher for good behaviour in assembly
- Contact with parents either by letter or verbally

In addition to this each class will have their own reward system where children have the opportunity to earn rewards such as 'golden time' or an extra play time.

Consequences

Children should not be able to disrupt the learning for the rest of the class. Disruption is to be dealt with quickly and calmly and with minimal disturbance to the flow of the lesson.

The following is a hierarchy of consequences if a pupil challenges the classroom and school rules.

- Positive reinforcement
- Verbal warning and reminder of the rule they are challenging
- Second warning- move to work alone in class
- Lose a Dojo
- Miss 5 minutes of playtime
- Walk with a teacher or a mid-day assistant during playtime
- Be sent to partner teacher

- Have to talk to a senior teacher about behaviour
- Teacher to inform parent of behaviour
- Teacher to meet parent to discuss individual behaviour plan
- Talk to deputy headteacher
- Talk to the headteacher
- Go to the lunch exclusion room
- Head teacher to meet with parent to discuss individual behaviour plan and exclusion

Severe misbehaviour such as verbal abuse and hurting peers or teachers will lead immediately to meeting with parents.

In the event of a pupil persistently breaching the rules the following additional consequences may be used:

- Behaviour charts will be sent on a daily basis to inform parents of the behaviour
- A log will be kept to record problems and strategies used to monitor behaviour patterns and effectiveness of strategies
- Parents will be asked to work with outside agencies to support their child's behaviour
- Parents will be asked to agree the involvement of the Educational Psychologist for advice

If behaviour is particularly severe eg: causing injury to another child or adult despite positive involvement, parents will be informed by letter and the child excluded. Fixed term exclusions can be a minium of a half day, a three day exclusion with a maximum of a five day exclusion. This can be extended at the discretion of the Headteacher. A permanent exclusion could also be decided upon for persistent or severe breach of school rules. Please see separate Exclusion Policy.

A voluntary contribution from the child/parent will be requested if a child has damaged school property or the property of a member of staff or pupil. This has been agreed by the Governing Body and parents are informed of this expectation in the section of the school Prospectus which relates to parental contributions.

If a pupil reaches the higher stages of the discipline hierarchy and exclusion is on a regular basis, the Head teacher, SENCo and class teacher will consider whether it is necessary to place the pupil's name on the schools special educational needs (SEN) register with an individual educational plan for behaviour.

It is important that a record of the child's behaviour and the interventions are kept up to date. Every adult who works with the child must take an active role in record keeping.

Restraint
Circumstances may arise in which staff will have to use reasonable force to control or restrain pupils. Members of staff will only use reasonable force to control or restrain pupils when other alternatives have been tried. Or where the safety of themselves or others is at risk.

General Information
There could be situations where their children may react negatively or use language that is inappropriate and unacceptable including homophobic language such as calling another child ‘gay’, or racist language such as calling another child a ‘paki’. Children often repeat language used at home with little understanding of the true meaning. Whenever appropriate we will make parents aware that we have a policy of welcoming and celebrating cultural differences and encourage them to respect this view.

This policy should be read with: the Anti Bullying Policy the Single Equalities Policy & Keeping Children Safe in Education Policy.