

WENTWORTH PRIMARY SCHOOL



Behaviour & Discipline Policy

Updated & Reviewed: September 2019

Next Review: September 2022

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/carers and other visitors are expected to follow this policy.

Expectations for Teachers

Classroom and around school

- 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

Parent/Carer

- Give feedback to parents/carers 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.

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.

Wentworth staff may also discipline for misbehaviour when the child is taking part in any school organised or school-related activity. This could be:

- travelling to and from school
- wearing school uniform
- in some way identifiable as a pupil of the 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 e.g. the Office's 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, selecting a Class Star of the Week every Monday and Wentworth Citizen each term.

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/carers either by letter or verbally

In addition to this each class will have their own reward system whereby 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 midday assistant during playtime

- Be sent to partner teacher
- Have to talk to a senior teacher about behaviour
- Teacher to inform parent/carer of behaviour
- Teacher to meet parent/carer to discuss individual behaviour plan
- Talk to deputy headteacher
- Talk to the headteacher
- Go to the lunch detention room
- Head teacher to meet with parent/carer 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/carers.

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/carers of the behaviour
- A log will be kept to record problems and strategies used to monitor behaviour patterns and effectiveness of strategies
- Parents/carers will be asked to work with outside agencies to support their child's behaviour
- Parents/carers will be asked to agree the involvement of the Educational Psychologist for advice

If behaviour is particularly severe e.g. causing injury to another child or adult despite positive involvement, parents/carers will be informed by letter and the child excluded in line with DfE guidance. This action should only be taken in response to a serious breach or persistent breaches of the school Behaviour policy, where allowing the pupil to remain in school would seriously harm the education of the pupil or others in school.

Exclusion from School

There are some exceptions that may lead to an immediate exclusion. Where this is considered, it will be the responsibility of the Head teacher and the Class Teacher to clearly record the reasons for this decision. The decision to exclude immediately may be made for the following reasons:

- Physical attack on another pupil, staff member or visitor to the school
- Deliberate and premeditated damage to school property
- Use of drugs within the school grounds
- Carrying a weapon
- Deliberate disruption in the classroom
- Where children and others are at immediate risk of abuse

Exclusion Time Lines

Once all the behaviour evidence has been collected and evaluated by the Head Teacher and it is felt that a child's behaviour warrants exclusion, the following six levels will be undertaken. These are not hierarchical but will depend on the severity of the breach of the behaviour policy. Any level can be implemented at any time at the Head's, or designated others', discretion:

- Internal exclusion
- Half-day exclusion
- One-day exclusion
- Three-day exclusion
- One-week exclusion
- Three-week exclusion (A PSP Pastoral support programme will then be put into place)
- Permanent exclusion

The Head Teacher will inform the Chair of Governors. If they are not available, then the Vice Chair will be informed immediately. This can be escalated to any level depending on the severity of the breach of behaviour.

The Head Teacher will initially make a telephone call to inform the child's parents/carers. A letter will also be sent to the parents/carers on the day of the exclusion detailing the reason and the length of time for the exclusion. The letter will conclude by inviting the parents/carers to a reintegration meeting to discuss the issues and the return of their child to school.

If the exclusion is permanent the Head Teacher will inform the parents/carers of their right to appeal and the process that will be followed. Outside organisations will also be informed.

If for any reason the Head Teacher is absent, the designated others will follow the above procedure.

A voluntary contribution from the child/parent/carer 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 parent/carers/carers are informed of this expectation in the section of the School Prospectus that 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 school's 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.

Screening, Searching and Confiscation

The Head Teacher and staff authorised have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items or images on a phone. The items that can be searched for under this power are knives or weapons, fireworks, inappropriate images, phones, alcohol, illegal drugs and stolen item or any banned item under the school rules. There will always be two adults present.

If a pupil refuses to be screened, the school may refuse to have the pupil on the premises. Health and Safety legislation requires a school to be managed in a way which does not expose pupils or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.

If a pupil fails to comply, and the school does not let the pupil in, the school has not excluded the pupil and the pupil's absence should be treated as unauthorised. The pupil must comply with the rules and attend.

This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

School staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline.

Schools' Common Law Powers to Search:

School staff can search pupils with their consent for any item that is banned by the school rules. There will always be two adults present.

Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or for the teacher to look in the pupil's bag or drawer and for the pupil to agree.

If a member of staff suspects a pupil has a dangerous item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag. A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty. Parents/carers will be called to give consent and come into school to support the teacher. A child can be sent home if necessary for the safety of others.

School staff here means a teacher or someone who has lawful control or charge of the child.

The ability to give consent may be influenced by the child's age or other factors. Where any article is thought to be a weapon, it must be passed to the police.

Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

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 parent/carers/carers 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 and Child Protection Policy.

This policy works in line with current DfE Exclusion guidance and The Equality Act.