



Wilberforce Primary
The best in everyone™
Part of United Learning

Behaviour & Discipline Policy

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Next Review: September 2018

Headteacher: Mrs C Macfie

WILBERFORCE PRIMARY

Behaviour and Discipline Policy

Promoting and maintaining good, safe pupil behaviour

As a United Learning Academy, we aim for the 'Best in everyone'. We are 'ambitious for excellence' and so naturally have the highest expectations of pupil conduct.

Wilberforce Primary School aims to create a welcoming, caring environment where all relationships between children and teachers and between children themselves are based on respect.

The children, staff and governors are committed to maintaining high expectations of good and safe behaviour as an essential contribution to effective learning.

Parents have the right to expect that children are in a safe and inclusive environment. The school has the right to expect parents to support us in managing behavior.

We have therefore revised our behaviour policy in order to help all children to take increasing responsibility for their behavior as they grow up. It provides our children with a consistent, proportionate and fairly applied approach to behavior management.

What do we want at Wilberforce Primary?

We are working to create an environment where:

- We are calm, orderly, welcoming and safe.
- Good teaching and learning take place without disruption
- Everyone is treated with respect and courtesy.
- Children have a positive enthusiasm for school life and take a growing responsibility for their own learning and behaviour
- Children understand right and wrong and make sensible choices for their behaviour.
- We promote equality so that everyone feels valued.
- Children and adults have respect for each other's feelings, rights, culture, faith and background.
- Children wear their smart uniform with pride..
- We value honesty and integrity and expect this of everyone.
- Everyone looks after school property and each other.
- We can work and play safely together.
- Children take their good behaviour into our community

Rights, Rules, Responsibilities, Rewards and consequences

RIGHTS - All children have the right to develop their potential, learn undisturbed by others and be safe and happy. We have the right to expect children to come to school, dressed in uniform and ready to learn; knowing how to behave appropriately.



RULES - The rules or codes of behaviour are essential for maintaining childrens' rights. These are split into three areas:

- classroom
- playtime and lunchtime
- moving around the building

At the beginning of each new school year in September, all children in our school are involved with the creation of simple, class rules. The agreed rules become a behaviour charter which then signed by the children and adults and displayed within each classroom.

They are always based on learning and have three core elements;

- ✓ Respect for oneself
- ✓ Respect for other people
- ✓ Respect for property

Teachers ensure that school rules are directly taught. The school rules are based on our whole school ethos. Re-enforcement of the need to follow our rules is also delivered through assembly and class circle times. General school rules for playtime, lunchtime and moving around the building are based on respect and are as follows:

- ✓ We must play together kindly and safely in the playgrounds
- ✓ We must always listen respectfully to the adult supervisors and follow their instructions.
- ✓ We look after and use the playtime equipment carefully and safely
- ✓ We only play in designated play areas and do not climb on the playground walls, hide in bushes, run in and out of the doors or play around toilet areas.
- ✓ When the bell goes we stop what we are doing and listen for instructions from an adult.
- ✓ When the second bell goes we walk sensibly to our class line.
- ✓ We line up sensibly and quietly.
- ✓ We come into school quietly and sensibly and hang our coats up tidily.
- ✓ In school we walk quietly and sensibly
- ✓ We walk up and down the stairs safely – we do not run.
- ✓ We use the bathrooms safely and with consideration of others.

- ✓ We eat our lunch politely at a table, using a knife and fork when eating a school dinner.
- ✓ We use good use manners; remembering to say please, thank you and excuse me.
- ✓ We look after our school and classroom property carefully. This includes toilets, books, computers and other classroom equipment.
- ✓ Chewing gum and sweets are not allowed at any time in school.

RESPONSIBILITIES - For their rights to be maintained children have to take on the responsibility of following the rules. If children break the rules they must understand that they have chosen to do this and therefore must accept the consequences of their actions.

Rewards

We want to develop a love for learning and therefore praise and rewards are issued freely to children who follow the rules and demonstrate appropriate behaviour for learning.

At Wilberforce we talk of 'Always children' – those are the many children who always make the right choices. We ensure that these children are routinely rewarded.

The following rewards are used;

- ✓ Stickers
- ✓ Verbal praise
- ✓ Contact with home to say well done
- ✓ Certificates
- ✓ Team points – with a team trophy at the end of each half term.
- ✓ Merit points- for individuals to collect and spend in the new points shop*.

*We are developing a points shop where children may exchange points earned for good behaviour and learning for small prizes. (rulers, pencils etc.).

CONSEQUENCES- These are agreed school actions in response to pupil behavior. Children learn that all behavior has consequences good and bad. When children do the right thing they earn rewards. If they make the wrong choices, their behavior has consequences and a sanction will follow.

Teachers have a statutory authority to discipline pupils whose behavior is unacceptable, who break the school rules or who fail to follow a reasonable instruction.

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

Teachers have the power to impose detention outside of school hours- parental consent is not required for this but parents will be informed if this sanction is to be used.

Teachers have the power to confiscate and dispose of pupil property in order to maintain safety and good order.

Teachers have the power to search without consent for 'prohibited items' (see below)

All classrooms are now developing a traffic lights system. At the beginning of the morning and afternoon session, all children are assumed to be green; 'Ready for learning'.

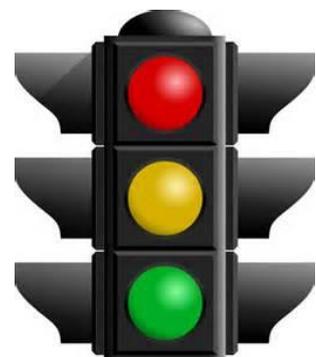
Minor disruption or a poor behavior choice will mean a reminder warning is given by the adult in charge.

In this primary school we do not shout at children.

In class

We use a five step approach. It is based on traffic lights.

- Red means you need to stop!
- Amber means time to think and make sensible choice.
- Everyone should be on green for go!
- Everyone starts on green at the beginning of the session.



Step 1: All on Green

Step 2: You are breaking our rules- rule number (teacher states the rule broken) -- Please change your behavior

Step 3: If the child chooses to continue poor choices they receive a further reminder and then are moved to **Amber**, where they can work hard to return to green within the lesson.

Step 4: If the child chooses to continue to disrupt learning they are moved to **red** – this means they have to work in isolation at the back of the classroom. Again they can earn a move back to amber and then green within the lesson if they conform to expectations.

Step 5: If a child continues to behave badly the teacher will send two always children with a message to the 'buddy classroom'. The child will then work for the rest of the session in another class.

Children are never sent, unsupervised, out of a classroom in any circumstances.

In early years the management of behavior is proportionate to the developmental stage of the child. Adults modelling good behaviours, respectful reminders and short 'Time out' reflection times are used within the classroom.

Exceptional behaviour needs in EYFS will be subject to bespoke multi-agency planning to enhance successful inclusion. The school would work very closely with families to ensure that the needs of the child within our setting are understood by EYFS staff. Since most difficult behaviours in EYFS are closely linked to communication difficulties a starting point would usually be speech and language screening.



At Playtime and lunchtime

We use the football referee system of Yellow and Red cards.

Yellow cards represent a warning and a child will be asked to reflect on his/her behavior by sitting out for a few moments. They will then be re-directed to another play area and encouraged to follow our expectations.

Red cards are issued for dangerous, unsafe or challenging behaviours at the discretion of adults on duty. The consequence of a red card is the loss of playtime.

Repeated offences at playtime will lead to the imposition of a detention after school and the removal of playtime privileges for an extended period of time up to one week.

For early years children we also make use of 'Time out' standing/sitting on the blue spot in the playground for a few moments to reflect and make a positive change.

The school reserves the right to consider the imposition of fixed term exclusion if behaviours at playtime warrant this sanction.

EYFS children do not have discrete 'playtimes' since they have full use of outdoor and indoor learning environments. At lunchtimes EYFS pupils enjoy a separate dining experience and access to their own playground. This helps to minimize distress which can also lead to unwanted behavior.

The use of force

Headteachers and teachers have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, 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 when conducting a search without consent for prohibited items ; 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.

There is a separate positive handling policy which explains these powers in detail.

Management of behaviour off site

In certain circumstances the school reserves the right to intervene in order to manage behavior or impose sanctions as a result of poor behavior outside of school time. These circumstances include;

- Taking part in a school related or school organised activity.
- Travelling to or from school.
- Serious conduct issues whilst wearing our school uniform thus bringing the academy into disrepute; this could include vandalism, fighting, bullying or criminal activity.
- Behavior that could have repercussions for the orderly running of school.
- Poses a threat to another pupil or member of the public (eg bullying or cyber bullying).
- Could adversely affect the reputation of the school.

In any of these circumstances teachers will only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Persistent inappropriate behaviour- working with parents and other agencies

We aim to keep parents informed about the behaviour of their children as partners in learning with us. Pupil behaviour and attitude to work is reported upon termly in written form. Parents will be expected to work with the school to re-establish expected behaviours in school.

If a child has had to be removed to another room they will automatically receive a detention after school. So, at this stage parents will be informed and invited to school to discuss the behavior seen.

Class teachers and the Headteacher will log red incidents which require removal from class and subsequent detentions onto the school behavior system (CPOMS). Parents may ask to see this record on request.

At the parent meeting a decision will then be taken by the Headteacher about next steps to support the successful inclusion of the child in school. These could include:

- ✓ The use of a pastoral support plan to minimize the risk of exclusion.
- ✓ The use of a daily behavior report.
- ✓ Loss of wider privileges including access to a school trip.
- ✓ Working in Isolation*, away from other pupils for an agreed period of time up to two days.
- ✓ Transfer into another class
- ✓ Community service- helping in school
- ✓ Fixed term exclusion from the school.

*Isolation is imposed by placing a child to work on a table at the back of a classroom, alternatively a child might be asked to work in isolation in a senior leader or headteacher's office. Children are always appropriately supervised and are allowed to reasonable comfort breaks and time to eat.

Following any detention or fixed term exclusion, pupils who exhibit challenging behaviour will be routinely placed on behaviour report for an extended period of time up to half a term. This allows parents and teachers to share information about improved behaviours in class.

Parents of children who repeatedly break the school rules and therefore place themselves at risk of exclusion, will be asked to attend a strategy meeting with the headteacher in order to create a bespoke behaviour management plan. The meeting will usually include the pupil, the parents/ carers, the class teacher and a member of the senior management team.

Individualised behaviour strategies will then be put into place to support the child. Children who are dangerous and need to be safely managed may be given a Positive Handling Plan (PHP) and/or an Individual Behaviour Plan (IBP) which is reviewed regularly. All members of staff dealing with the child are made aware of these strategies.

A referral may be made by school to TBAP (Tri-borough alternative provision) to request additional support for any child at risk of exclusion. Further support with parenting strategies may also be requested from social care if necessary.

We make good and effective use of the community police force to support safe behaviour choices in and beyond school. Community Police officers may join in with teaching and learning, help with assemblies and school events as invited. Referrals are also made to social care, PREVENT and youth offending services as necessary, for the protection of children.

Criminal, severe, dangerous or offensive behaviour will result in serious consequences which could include the consideration of a managed move or permanent exclusion from this school. This is defined as: all forms of proven bullying, cyber bullying, hate crimes, racism, sexism, homophobia, vandalism, substance abuse, sexual activity, theft and damage to the school

We will not hesitate to report to the police any criminal behaviour deemed reportable.

Children are never punished for the actions of their parents.

This policy is to be read in conjunction with

- ✓ Equality policy
- ✓ School uniform policy
- ✓ Positive Handling policy
- ✓ Anti-Bullying policy
- ✓ E-safety policy
- ✓ Child protection policy
- ✓ SEND policy