

# Woodheys Primary School



## Positive Behaviour and Discipline Policy.

Responsible Person: Head teacher

Date reviewed: Autumn '17

Next review: Autumn '18

## **Behaviour Policy**

[This policy runs alongside the Equality Policy]

This policy sets out the expectations of behaviour at Woodheys and its approach in ensuring that all pupils and staff are safe and able to thrive in a positive learning environment in keeping with our core aims and values to 'Only my best is good enough for me!' and 'Together everyone achieves more!'

The policy also enables teachers to comply with teaching and learning standards set out by the DFE which states that all staff have a responsibility to; promote good behaviour, self-discipline and respect, prevent bullying and create positive and effective learning environments.

### **This policy has been developed in keeping with the following legislation;**

- Education Act 1996
- School Standards and Framework Act 1998
- Education Act 2002
- Education and Inspections Act 2006
- Education Act 2011
- This policy also acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEND).

Teachers have statutory authority to discipline pupils for misbehaviour which occurs in the School and, in some circumstances, outside of school. The power to discipline also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.

The teacher may discipline a pupil for any misbehaviour when the pupil is: taking part in any School-organised or School-related activity, travelling to or from the School, wearing the School uniform or in some other way identifiable as a pupil at the School.

Teachers will act appropriately whenever pupil's actions could have repercussions for the orderly running of the School, poses a threat to another pupil, themselves or member of the public or could adversely affect the reputation of the School.

Aims:

- ☒ To provide a safe, secure environment where all members of the community can flourish, thrive and feel a sense of belonging and fulfil their potential.
- ☒ Ensure that all staff are aware of whole School behaviour and reward systems.
- ☒ To promote self-discipline,
- ☒ To promote a positive environment of praise, reward, celebration and encouragement.
- ☒ Monitor and provide information regarding behaviour incidents and action.

☒ Monitor, challenge, record and address effectively and appropriately any incidents arising.

To achieve these aims we will:

☒ Employ systems to maintain a high standard of behaviour and respect for others throughout the whole school.

☒ Ensure that any incidents of discrimination/ unacceptable behaviour are recorded, monitored and addressed appropriately – information will be reported where appropriate.

☒ Engage parents at every opportunity by phone, interview, letter, so that both school and home can work together to support pupils in behaving appropriately and in a way that does not impact on achievement or safety.

☒ Encourage a positive relationship with parents; ensuring that all parents are aware of expectations which will be shared in the home/school agreement.

## KS2 Positive Behaviour Management Policy

In both KS1 and KS2 the children have a set of class rules to follow, which are displayed, in each classroom.

- ✓ We are gentle- we don't hurt others
- ✓ We are kind and helpful- we don't hurt anybody's feelings
- ✓ We listen- we don't interrupt
- ✓ We are honest- we don't cover up the truth
- ✓ We work hard- we don't waste our own or others time
- ✓ We look after property- we don't waste or damage things



The children are encouraged to 'make the right choice'. We use a range of strategies to praise and reward children who follow the golden rules.

These include:

- ❖ Verbal praise
- ❖ Stickers
- ❖ Praise postcards sent home
- ❖ End of the day Certificates
- ❖ 5 minutes additional play every Friday afternoon for the classes who have lined up extremely well
- ❖ End of term class treat
- ❖ Dollars for above average behaviour
- ❖ Visit the Headteacher or Deputy Head teacher

### ***Head Girl, Head Boy, Deputy Head girl, Deputy Head Boy and Prefects.***

At the beginning of Year 6 all pupils who wish to hold one of the above positions within the school are encouraged to complete an application form. Pupils then present a speech to all of the year group and the teaching staff. Teachers then choose the most successful applicants. These pupils are then given responsibilities of taking visitors on tour of the school, of representing the school at the Youth Parliament and other public events. Prefects work alongside the teaching staff and are responsible for ensuring behaviour is appropriate on the corridors, in the toilet and in the playground. Year 6 Buddies are also chosen by the SENDCO to help support any children who are new to the school or who may require additional support in order to enjoy less structured time.

### ***House Points***

At the beginning of year 3 every child is allocated a House. These four Houses are named after 4 local parks- Dunham (Blue), Gawsworth (Red), Lyme (Green) and Tatton (Yellow). A child will be allocated the same House as any older siblings. Throughout the week if a child completes any really good piece of school work or homework they are able to earn points for their House. These are displayed and celebrated by other members of the class. At the beginning of year 6 pupils votes for 4 House captains. These children stand at the front of the hall every Wednesday and hold up the large House cup if they are the winning House of the week. The points are updated on the key stage 2 corridor on a weekly basis. Every Wednesday morning all of the points earned each week are added together and Mrs McMichael announces which House has earned the most points that week. At the end of the half term, the House who have earned the most points win an additional 15 minutes playtime on the last Friday after afternoon play. Children wear a PE t-shirt which is the colour of their House. On sports day pupils represent their house. Pupils also represent their house for spelling bees and inter school maths competitions- smaller cups are earned for these events. The idea behind House points is that it adds a greater sense of cooperation, fun and community throughout Key stage 2.

### **Detention**

If they swear, do not try their best at their work and do not complete set work in the given time, are disrespectful towards an adult, damage property or are physically violent towards another person, then they will receive a detention. This will be recorded on a detention card. If a child receives more than 3 detentions in a half term then the Head Teacher will

inform their parents of this. If the child continues to have 4 detentions in a half term then the Head Teacher will invite parents into school and a plan of action will be agreed.

Children who are given a detention have to sit on the corridor during break time, complete a reflection sheet and reflect on their inappropriate behaviour for their allocated time. The Head, Deputy and a member of the Senior Management team supervise detentions during break times. Governors are made aware of any pupils who have received more than 4 detentions in a half term and any exclusion. These are also discussed at the Key stage 2 governor monitoring meetings.

If children deliberately damage another child's clothes in rough play, the item will be repaired or replaced or a contribution for the repair of the item will be paid by the offender's parents along with a written apology by the child. We would encourage parents to facilitate that their child contributes to the cost from pocket money or savings. We appreciate the support of parents/carers in this matter.'

### **Exclusions**

Any children who are at risk of exclusion are put on a behaviour plan and close liaison between home and school is facilitated by the SENDCO Mrs Holden and the Head teacher Mr Beisly.

### **Praise and Rewards**

**Individual Dollars** - these are given for exceptional behaviour and manners. Children collect their dollars in their class pocket. Children can buy items with their tickets from the KS2 shop during their allocated break time. They can spend their tickets straight away or they can choose to save them for a more expensive item.

However, if a child breaks one of the golden rules they will have a verbal warning. If they choose to break the rule again they will 5 minutes of play, if they break the rule for a third time they will lose a dollar.

**Class Dollars/ End of term class treat**- Like the class marbles in key stage 1, if the whole class behave extremely well, they earn a class dollar. Each class has a dollar jar and the class can earn class dollars to work towards a 'Golden Treat' each half term. The emphasis is on team work and the class choose their treat to work towards at the start of the term. Treats could be bringing bikes to school; baking; den building, a visit to the park, an extra PE, art, show and tell and so on.

**Key stage 2 Celebration assemblies**- Every Wednesday morning; at 9.10am Mrs McMichael leads a celebration assembly where all children in KS2 gather in the hall and their class teacher awards one child a certificate. Pupils work will be shared and celebrated. Each

week the winning House is announced. There is also an opportunity for pupils to show and share medals, certificates and trophies they have been awarded out of school. The photographs are then put onto our website.

### **The Rainbow Room**

A designated room in school known as 'the Rainbow Room' is used to support the pupil social and emotional development. It is used for therapeutic intervention with pupils and groups of pupils on such themes as friendship, anger management, bereavement etc. It is also a place where meet and greets take place with targeted pupils and for any child in the school to access if they are worried about something.

For some children, bespoke systems of behaviour management are put into place. These maybe for children with specific behavioural issues. Any such systems are developed and monitored by the SENDCo and the Class teacher.

### **Forest Schools**

**A TA works throughout the school offering forest school practices to targeted groups and pupils. This helps with improving behaviour**

### **Team Teach**

At Woodheys all staff adhere to the principles of Team Teach where emphasis is firmly placed on a positive pro-active, and preventative basis to de-escalate any inappropriate behaviour. Restraint will only be used as a last resort to ensure the safety and well-being of all members of the school.

The SMT of Woodheys Primary school are Team Teach trained. (December '14)

At school we believe that...

- ☑ Physical restraint will only be used when all other behaviour management techniques have failed to have effect and there is a risk of harm to pupils, adults or property.
- ☑ The safety of the child will be paramount at all times.
- ☑ Restraint is to be applied for the minimum possible time.
- ☑ Restraint will only be applied non-aversively; it is not a punishment.
- ☑ Physical restraint should be used to help a child feel secure and become calm when he/she has lost self-control.
- ☑ All staff need to have the opportunity to receive training in relation to the use of physical restraint and to revise/revisit this.

☒ Following restraint, the child will have time to recover and be guided by the member of staff who applied the restraint where possible. This is crucial in re-building trust and confidence, showing consistency and care.

#### Guidelines

- All restraint techniques must comply with those permitted to be used in the Team Teach training.
- If the situation makes it impossible to attain a Team Teach hold, a member of staff restraining a pupil will move to an approved Team Teach hold as soon as possible, and send for assistance.
- No weight must be applied to a child's back, chest or neck as this may impede breathing.
- A child must never be restrained face down at any time, due to risk of death.
- Following a period of restraint, any child who feels that they have been treated unreasonably, will have recourse to speak to an adult of their choice.
- Staff will always undertake restraint, where possible, as a pair.
- All incidents of physical restraint must be recorded, with the involvement of all participants adhering to the process.

All incidents of restraint will be reported to the Headteacher/Deputy Headteacher.

#### Physical contact

The DfE guidance – Use of reasonable force makes it clear that schools should not have a no contact policy. At Woodheys Primary School we recognise that Physical contact between staff and pupils may occur. This may include

- ☒ Holding hands with a small child
- ☒ Calming/reassuring/comforting a child upset or injured
- ☒ A touch on the arm or shoulder to re-focus attention
- ☒ Guiding a pupil by the arm (caring c's) from a situation or a location.

#### SEND- Behaviour

For some children, extra help will be needed with their behaviour and indeed it may be that they have an identified special need around behaviour. Specific targets will be set and reviewed regularly. At each stage parents will be consulted and asked to sign relevant documentation.

There is an information booklet for parents available in school, stating how the SEND process is managed. (See school SEND guidance)

#### Exclusion

Pupils may be excluded from the School for a fixed period of time at the discretion of the Head teacher. Pupils may be excluded for any incidents which compromise the physical or emotional

wellbeing or any of any of the school staff, pupils or visitors, persistently disrupting the learning of other pupils, intimidation/bullying or persistent defiance and disregard of school rules.

Pupils may also be excluded for a single serious incident at the discretion of the Head teacher.

All pupils at risk of exclusion have a PSP Pastoral support plan with an action of how parents will support the child.

### **Mobile Phones**

Children are not permitted to have a mobile telephone in school. If they are found to have one, they will be asked to hand it in at the office until the end of the day.

### **Recording and reporting of Incidents**

Incidents of pupils' misbehaviour and action taken will be recorded by staff using the agreed behaviour chronology sheets. All incidents are collated and logged weekly on the electronic behaviour log.

### **Bullying/racial/homophobic/ hate incidents**

Incidents of bullying of a racial or homophobic nature will be recorded and monitored separately in keeping with the 2010 Equality Act. Such incidents will be reported as appropriate including reporting to the LA through the electronic NOHIB system.

### **Leadership, Management and Governance**

Governing bodies have a 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 this would include;

- ☐ Ensuring that the School complies with this policy.
- ☐ Ensuring that the School's policy and its procedures and strategies are carried out and monitored.
- ☐ Ensuring that they are informed regularly of analysis of incidents of unacceptable behaviour and the impact of actions to address issues arising.
- ☐ Governors will support the school in maintaining high standards of behaviour and ensure that this policy is implemented in a fair, effective and non-discriminatory way.
- ☐ The Chair will reasonably consider any appeal against a decision made in relation to this policy.

Responsibilities - The Head teacher/Senior Leadership Team

- ☐ To implement the policy, its strategies and procedures and ensure that all stakeholders are aware of this policy and have access to it.
- ☐ The Head teacher/SLT will work to maintain high standards of behaviour and ensure that this policy is implemented in a fair, effective and non-discriminatory way.

- ☑ Ensure that all staff receive appropriate support, continued professional development and are supported in the implementation of this policy.
- ☑ To respond appropriately to any complaint made to the School in relation to this policy by pupils and/or parents/carers.
- ☑ Ensure that any incidents of poor behaviour or bullying are dealt with and recorded appropriately.
- ☑ Report to governors regularly regarding any incidents, pupil support in relation to this policy and its impact.

### **Responsibilities - All Staff**

- ☑ Be vigilant in all areas of the School in relation to any type of poor behaviour, harassment and bullying and ensure that appropriate and fair action is taken in relation to any incidents.
- ☑ Take appropriate action in response to incidents arising and ensure all incidents are recorded.
- ☑ Be a role model for pupils and treat all other staff and pupils with respect in keeping with the School's values.
- ☑ Be consistent in the application of this policy and feedback to the SLT any relevant points regarding the effectiveness of this policy or behaviour management procedures.

### **Responsibilities – Parents/Pupils**

Parents/carers will be informed of the school's expectations and will be expected to support the school in developing a safe and effective learning environment through its behaviour policies.

- ☑ Parents/carers are expected to read and sign the home/school agreement and act in accordance with it.
- ☑ Where parents/carers have an issue with the management of behaviour in School they are expected to raise their concerns appropriately in keeping with the school complaints procedure.
- ☑ Parents should model respectful behaviour to their children.
- ☑ Pupils are expected to behave appropriately and respectfully towards all other members of the community, follow the 'Always' promises and take responsibility for their own actions.

### **Bullying**

Bullying of any sort creates a barrier to achieving maximum potential and also prevents equality of opportunity. We believe it is everyone's responsibility to prevent this happening and this policy contains guidelines to support this ethos.

We see bullying as a deliberate attempt by an individual or a group of individuals to persistently hurt, frighten or upset another person by physical, psychological or verbal actions. It can take the form of name-calling, violence, threatened violence, isolation, ridicule or indirect action such as spreading unpleasant rumours about someone.

☒ Emotional

☒ Physical

☒ Racist

☒ Sexual

Being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)

In this policy we aim:

To re-educate attitudes and behaviour for the future

To reconcile pupils involved if possible pushing, kicking, hitting, punching or any use of violence racial taunts, graffiti, gestures to stop bullying behaviour unwanted physical contact or sexually abusive comments

☒ Homophobic because of, or focussing on the issue of sexuality

☒ Trans phobic focussing on transgender

☒ Verbal

☒ Cyber

Name-calling, spreading rumours, teasing

All areas of internet, such as email & internet chat room misuse

Mobile threats by text messaging & calls

Misuse of associated technology, i.e. camera & video facilities

Bullying can happen in and out of school.

This policy is an integral part of our Behaviour Policy

### **Statement of Intent**

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere.

If bullying does occur, either in or out of school, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff. Objectives of this Policy

☒ All governors, teaching and non-teaching staff, pupils and parents should have an understanding

Of what bullying is.

☒ All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.

☒ All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.

☒ As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.

☒ Bullying will not be tolerated in or out of school.

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

### **Policy into Practice**

At Woodheys Primary School we will use the curriculum whenever possible to reinforce the ethos of the school and

help children to develop strategies to combat bullying-type behaviour. The school policy will be communicated to everyone;

☒ through assemblies

☒ through 'circle time' discussions

☒ in class activities

☒ via newsletters to parents carers

☒ through role play and drama techniques

### **Prevention**

We will use a variety of methods for helping to prevent bullying of any form. As and when appropriate, these may include:

☒ regular Assembly focus on anti-bullying including the different forms of bullying

☒ 'rights and responsibilities' – school charter

☒ PSHE focus in class- including having discussions about bullying, different forms and what to do

about it.

☒ Having anti bullying days/weeks

☒ E safety week including cyber bullying awareness.

We will ensure that the children are clear about the definition 'Bullying' – that they know the difference

between Bullying and simply 'falling out'. All reported incidents of Bullying will be taken seriously and

investigated by staff members. Teachers, teaching assistants and midday staff should remain vigilant and be aware of the signs that

a child may be a victim of bullying – for example if;

☒ he / she becomes reluctant to come into school or play out

☒ there is a change from their normal behaviour

☒ he / she becomes withdrawn or aggressive

Procedures

1. Report bullying incidents to staff

2. In cases of serious bullying, the incidents will be recorded by staff

As soon as staff at school are aware of a bullying problem, they will deal with it as soon as possible and

stop it becoming a crisis. Adults will;

☒ listen and discuss the bullying incident with the victim to determine the extent of the problem.

☒ listen and discuss the incident with the suspected bully.

Teaching Assistants and Middays should report any incident to Class teachers. Class teachers will remind the 'suspected' bully of the School Always promises and Children's Charter and also warn them of the consequences of any repetition. Investigation and monitoring will take place. They will also speak with victims of suspected bullying incidents.

All incidents and follow ups are recorded on individual child record sheets and filed.

If bullying is racist then it must be recorded and reported to the Head teacher who will report it to the LA and governors.

**Outcomes**

Parents will be informed and may be asked to come in to a meeting to discuss the problem. In serious cases exclusion will be considered and if necessary and appropriate, police will be consulted.

The bully (bullies) may be asked to genuinely apologise.

If possible, the pupils will be reconciled

After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

It is imperative that in order to ensure effective monitoring and to facilitate co-ordinated action, all incidents of 'suspected' and 'proven' bullying should be reported to the Head teacher / Deputy Head teacher/SLT.

### **The Role of Parents / Carers**

If parents suspect their child is being bullied they should:

- ☐ remain calm and listen to their child
- ☐ let their child know that it is right to tell someone
- ☐ believe their child but be open-minded in case there has been a misunderstanding
- ☐ contact the Class teacher as soon as possible
- ☐ reinforce the message that fighting back is not the answer
- ☐ let their child know that they will work with school to stop the bullying.

Parents of bullies and their victims will be informed of bullying incidents and the action that has taken place. They will be also asked to support strategies that are proposed in order to support their child.

### **The Role of Children**

Children will be encouraged to report all incidents of bullying – to understand that 'a bully is only a bully if he or she is allowed to get away with it'.

'If an individual or a group of individuals are continually hurting, upsetting or frightening you or others,

stop this by:

- ☐ Telling a member of staff immediately
- ☐ If you don't feel able to tell your teacher, confide in a friend or friends immediately

☑ If you have been told about someone being bullied tell a member of staff immediately

☑ Tell parents immediately who can then inform staff

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