

Warren Wood Primary School

Behaviour and Discipline Policy



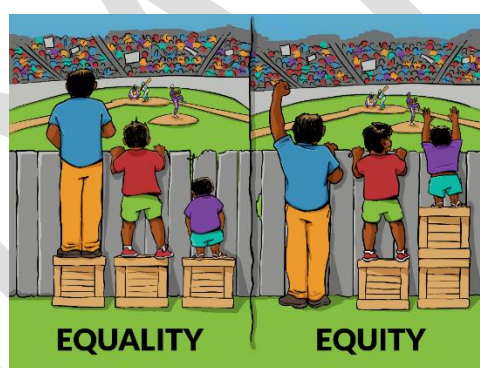
Behaviour and Discipline Policy for Warren Wood Primary School

Aims

Our school motto is 'Care, Courtesy and Consideration' and this permeates through all that we do as a whole school community. All staff have high expectations of the children's behaviour and manners. We are immensely proud of our children who show genuine care and consideration to each other and to the visitors we welcome to school. This is displayed in their thoughts, actions and deeds. Children show courtesy through the good manners that they demonstrate and we hold in high regard such moral values.

It is a legal requirement for schools to have a behaviour and discipline policy. This can be found on the school website and can also be accessed through the school office. Within this policy are agreed statements and procedures discussed by staff and agreed with the governing body of our school. We follow the expectations of this policy each day within school and pupils are aware of the high expectations we have of their conduct. We reward and praise good behaviour in school but from time to time we must impose sanctions as a direct response to inappropriate or dangerous behaviour. These are also contained within this policy. In being transparent, all members of the school community – pupils, parents, carers, staff and governors - know what we expect within school in terms of behaviour and what steps we will take to keep all members of our school safe and happy. **All the aforementioned are also to be aware that, in line with the Equality Act (2010), reasonable adjustments must be made to support children, who have a disability, with their behaviour. Where such reasonable adjustments have been made and taken into consideration when offering further support/giving sanctions, the behaviour and discipline policy will still apply.**

Warren Wood is an inclusive school that works to ensure that **all pupils** are treated **equitably**. A definition and image are below to illustrate the stance that school take for all of our pupils.



What is Equality?

Equality refers to treating everyone the same, regardless of their individual differences or circumstances. In essence, equality is about providing the same resources, opportunities, and support to all individuals, regardless of their starting point or needs. While this approach may seem fair on the surface, it doesn't account for the unique challenges some individuals face due to historical disadvantages, biases, or systemic barriers.

What is Equity?

Equity, on the other hand, involves providing different levels of support based on individual needs and circumstances to ensure everyone has an equal opportunity to succeed. This approach recognises that some people start from different places due to systemic inequalities and seeks to level the playing field by addressing these disparities. In other words, equity is about fairness and justice, providing tailored support that accounts for the varying obstacles different individuals face. This works hand in hand with our Universal offer for all pupils which then proceeds to individual and tailored support for pupils with specific needs.

Why is the Difference Important?

Understanding the difference between equality and equity is vital to create an inclusive and fair environment. An emphasis on equality without considering equity can unintentionally perpetuate inequality, as it fails to address the underlying factors that affect people's ability to succeed in line with policy, including with their presenting behaviours. By prioritising equity, organisations can create a more inclusive environment where everyone has the opportunity to thrive.

Expectations

It is our expectation that *all pupils, staff and visitors* to school will:

- Follow the school motto of 'Care, Courtesy and Consideration' in their actions and deeds
- Be respectful towards each other within the school community
- Show a positive attitude towards learning which will be encouraged and nurtured by all
- Use appropriate manners and language when talking to others
- Respect the property belonging to themselves, their peers and school
- Move around school in a safe and appropriate manner

In addition to this, *pupils* within school are expected to:

- Be happy at school
- Be enthusiastic and motivated
- Be self-assured learners
- Be responsible for their own learning
- Learn through play and role play
- Have an open growth mind set and not be afraid to express their individuality
- Make informed choices
- Be proud of their achievements and those of their peers and school
- Be thoughtful, caring and active citizens in school and in wider society.
- Work hard to prevent all forms of bullying, including online bullying and prejudice-based bullying.
- Be self-disciplined
- Value their education

We believe that all pupils have the basic entitlement to learn without anxiety brought about by anti-social behaviour and school therefore has a 'zero tolerance' policy toward bullying of any kind.

Parents, as partners in the education process are expected to:

- Familiarise themselves with the school's 'Behaviour and Discipline Policy'
- Discuss the Home/School agreement with their child, sign and return this to school on admission to school
- Value school and the education that your child receives
- Work collaboratively with school staff to promote our high expectations of positive behaviour and attitudes towards learning
- Maintain links with school to positively support their child's education
- Attend parents evenings, develop relationships and keep in contact formally and informally with their child's class teacher and Headteacher, where appropriate
- Speak to your child first and then staff in the first instance with any concerns, rather than worry or speculate
- Speak with staff in a calm, appropriate manner when discussing issues relating to behaviour and discipline
- Support the school in its duty to uphold high standards of behaviour in line with this policy.

Staff are expected to:

- Be positive role models to pupils, parents, carers and one another
- Be welcoming to all visitors to school

- Apply positive strategies through a restorative approach thus creating a safe and happy learning environment for all
- Give clear expectations of behaviour that are consistently high
- Communicate openly with parents in a professional manner
- Share honestly with parents how their child learns and behaves and the impact this has in the classroom and school environment
- Work proactively with all members of the school community to promote positive behaviour through high expectations and mutual respect
- Promote positive feelings and behaviour through the delivery of the curriculum
- Encourage good behaviour using a positive and non-confrontational approach
- Show respect and be non-judgemental towards all pupils and their families
- Deal effectively with instances of bullying behaviour and/or use of derogatory or aggressive language.
- Record breaches of the behaviour policy which require escalation beyond classroom behaviour management systems without prejudice and in line with this policy, stating actions taken in line with this policy. The appropriate member(s) of SLT will be alerted of this and may add actions when needed.

Governors are expected to:

- Be clear on their responsibilities regarding Behaviour and Discipline with regards to pupils, parents, staff and one another
- Discuss and ratify the Behaviour and Discipline Policy with the Headteacher
- Be proactive in maintaining and supporting behavioural expectations and upholding policy in the school environment
- Be aware of the impact that inappropriate behaviour can have upon learning
- Support the school and parents in their decisions regarding pupil exclusions (Source www.gov.uk)
- Support the school in their capacity to provide discipline 'beyond the school gates' where appropriate (Source www.gov.uk)
- Provide pastoral care for all school staff
- Support the complaints policy and procedures.

Through the combined and collaborative working relationship of all parties, consistency of approach will be delivered and secured throughout school

Classroom Management

All staff working with children at Warren Wood will:

- Promote high expectations
- Provide pupils with stimulating and engaging lessons that promote a love of learning and a thirst for knowledge
- Use positive strategies where good behaviour is praised and rewarded accordingly
- Use restorative approaches to support behaviour that is inappropriate
- Allow each party a voice where discussion needs to take place in order to resolve issues as they arise, allowing all parties to show respect and understanding for the viewpoints and feelings of others
- Use rewards and sanctions as a means of promoting positive behaviour and high expectations

Rewards and Sanctions

Rewards and Sanctions are central to the way we support and promote the positive development of all pupils in school. This is done by:

- Forming good relationships with one another – pupils and pupils, pupils and adults, adults and adults
- Having accepted, age appropriate reward systems throughout school to promote positive behaviour
- ***Rewards include: Positive praise, stickers, certificates, showing work to other staff for praise, Headteacher award and sharing examples of good work.***
- Promoting class responsibility towards a goal
- Ensuring pupils are aware that there are consequences to their actions
- Making sure that sanctions are fair, appropriate and consistent whilst in line with the needs of the child.
- Maintaining open lines of communication between pupils, school and parents when behaviour is positive and needs praising and where it is inappropriate and may require sanctions

Sanctions include: Discussions with pupils, restorative approaches to resolve conflict, verbal reminders or reprimand, loss of playtimes or responsibilities, writing letters of apology, moving pupils to other areas of the class, classroom exclusions, sending work home, parental involvement, daily report, Personal Education Plan, and in extreme cases Fixed Term Exclusion or Permanent Exclusion.

Interventions

Pupils will always be given the chance to redress their behaviour using restorative approaches. This is where pupils all have a voice and discuss their own feelings and actions within context. Other parties involved in disputes or disagreements also have the right to reply with the intention of resolving such matters amicably. This is not always possible to the nature of certain circumstances and staff and pupils must respond to each specific set of circumstances to meet the needs of all pupils.

Should inappropriate behaviour be persistent or repetitive enough to cause emotional or physical harm to another member of our school community, steps will be taken to intervene to ensure the safety of all parties. This may include the need for physical intervention. Staff training and development will be sought from outside agencies. This will ensure that all pupils are safe and staff are fully equipped to protect anyone from causing or suffering harm.

Interventions will be used in response to minor and/or major breaches of discipline.

Breaches of Conduct

Level 1 Breaches

From time to time, pupils may breach our high expectations of behaviour and conduct. Behaviour that is unacceptable is that which distracts from learning or challenges the safety of others. Minor breaches of conduct may include:

- Low level disruption of lessons, such as persistently shouting out, inappropriate noises, distracting others
- Inappropriate responses to requests
- Defacing or damaging property

- Verbal abuse, such as name calling
- Impulsive reactions to the behaviour of others

Action in the event of Level 1 breaches

Minor breaches of behaviour will always be dealt with by the class teacher of the pupil. Parents who are concerned by any issues arising in class should direct these concerns to the class teacher in the first instance. Should such behaviour persist, a member of the Senior Leadership team will support the class teacher and pupils concerned to arrive at a resolution. Any issues raising concern will be recorded and shared with the Headteacher.

Level 2 Breaches

- Swearing in anger
- Spitting
- Name calling in anger
- Displays of aggression – slamming doors, banging tables/chairs, persistent shouting
- Stealing
- Persistent refusal to work/follow instructions
- Inappropriate physical contact, eg, pushing, shoving

Action in the event of Level 2 breaches

Where there is a level 2 breach, a member of SLT will be informed via our reporting system and will take the appropriate action in line with this policy. This may include removal from the learning environment, classroom exclusions, isolation from other pupils, restorative conversations, loss of privileges, loss of a break/lunch time. Parents will be contacted either via the class teacher at the end of the day or by a member of SLT – this will be decided by the SLT member attending.

Level 3 Breaches

- Targeted, intentional assault of another pupil or a member of staff leading to harm
- The intentional damaging or destruction of school property
- Persistent use of racist or homophobic language where previous intervention has ensured that the child understands the language being used
- Persistent use of foul language where previous intervention has ensured that the child understands the language being used
- Absconding from school during the school day
- Repeated class exclusions or need for isolation from others

Action in the event of Level 3 breaches

Whilst these major Level 3 breaches are generally rare, it is the responsibility of the Headteacher (or, in their absence, the Deputy/Assistant Headteacher) to deal with these situations and make clear decisions in the interest of safety of all pupils and adults concerned. This may include isolation from other children and staff, class exclusions, the use of regular behaviour reports, formal meeting with parents/carers to set up behaviour/de-escalation plans, fixed-term exclusions, and permanent exclusion. The Headteacher may consider contacting the Local Authority Inclusion team and/or Exclusions Officer to explore alternatives to permanent exclusion when appropriate.

In all instances, restorative approaches will be used to support pupils in recognising issues in their behaviour and pupils will in turn be given ways to address this to an appropriate conclusion. This could be in the form of support from the appropriate member of staff, support from the SENDCO, Pastoral Manager or Headteacher, outside agencies for behaviour support, SEMH support, Inclusion or a Pastoral Support Plan. It is hoped that these instances could be managed between home and school effectively to support the pupils in recognising how to manage their behaviour more appropriately.

Managing Behaviour at Warren Wood

The table below is a clear and simple guide to refer to if you have any concerns about your child's behaviour or the behaviour of another child towards your child. You should use this as a reference point to help you be aware of which course of action is/has been taken and next steps. ***This in line with the Equality Act (2010) and also applies where a child has a known disability.**

Level of Breach	Examples of behaviours	Staff responsible	Possible sanctions	Reporting
1	<ul style="list-style-type: none"> Low level disruption of lessons, such as persistently shouting out, inappropriate noises, distracting others Inappropriate responses to requests Defacing or damaging property Verbal abuse, such as name calling Impulsive reactions to the behaviour of Others 	Class Teacher	Classroom sanctions: warning, moved from place, restorative conversation, missing some free time (break/lunch), Informal contact with parents	CT records Informal with family
2	<ul style="list-style-type: none"> Swearing in anger Spitting Name calling in anger Displays of aggression – slamming doors, banging tables/chairs, persistent shouting Stealing Persistent refusal to work/follow instructions Inappropriate physical contact, eg, pushing, shoving 	SLT: Team Leader SENDCo AHT DHT HT	Removal from the learning environment; classroom exclusions; isolation from other pupils; restorative conversations; loss of privileges; loss of a break/lunch time. Parents will be contacted either via the class teacher at the end of the day or by a member of SLT – this will be decided by the SLT member attending.	CPOMs SLT Family contacted
3	<ul style="list-style-type: none"> Targeted, intentional assault of another pupil or a member of staff leading to harm The intentional damaging or destruction of school property Persistent use of sexualised, racist or homophobic language where previous intervention has ensured that the child understands the language being used Persistent use of foul language where previous intervention has ensured that the child understands the language being used Absconding from school during the school day Repeated class exclusions or need for isolation from others 	SENDCo/AHT/ DHT/HT	Isolation from other children and staff & classroom exclusions of up to a full school day, the use of regular behaviour reports, formal meeting with parents/carers to set up behaviour/de-escalation plans, fixed-term exclusions, permanent exclusion. *The Headteacher may consider contacting the Exclusions Officer to explore alternatives to permanent exclusion when appropriate.	CPOMS DHT/HT Family informed Formal re-integration meeting with family following exclusion

3+	<ul style="list-style-type: none"> Targeted, intentional assault of another pupil or a member of staff leading to significant harm The intentional damaging or destruction of school property leading to significant damage Intentional behaviours which put others at risk of significant harm 	HT (or in their absence DHT/AHT)	Fixed-term exclusion Permanent exclusion *The Headteacher may consider contacting the Inclusion Team and/or Exclusions Officer to explore alternatives to permanent exclusion when appropriate.	CPOMs DHT/HT Formal meeting with family
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Should the school look at the possibility of exclusion of a temporary or permanent nature, these procedures would follow Local Authority guidelines. The Chair of Governors would be notified, a selection of Governors would meet as the Pupil Discipline sub group and the Local Authority would be notified. Parents would be informed of any decisions and have a right to appeal as part of this process.

All of your legal rights and guidance can be found on the link below:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion_from_maintained_schools_academies_and_pupil_referral_units.pdf

Frequently Asked Questions

What is bullying?

Bullying is the use of force, threat, or coercion to abuse, intimidate, or aggressively dominate others. The behaviour is often repeated and habitual. Children often use the word 'bullying' for all manner of behaviour such as name calling or arguing with their friends. We work hard to ensure that no pupils feel hurt or upset by the actions of others and that any poor behaviour is dealt with swiftly and fairly so that it does not escalate to a level considered to be bullying.

What should my child do if they are worried about something?

We encourage all the pupils to discuss their worries as and when they happen, rather than allowing them to build up over time. They are encouraged to speak with an adult who maybe their teacher, teaching assistant, midday supervisor, pastoral manager or the headteacher. All Key Stage 1 and Key Stage 2 classrooms also have 'Worry Boxes' for children to discreetly place their concerns that can be discussed at a safe time for them. As soon as staff are aware of a situation, they will gladly work to resolve this for the peace of mind of the children.

Who should I see if my child continues to worry about something that happened at school?

If your child has told an adult of their concerns but they feel that these are continuing to occur, discuss the facts of any given situation with your child and then, in the first instance discuss your concerns with the class teacher. They are likely to have directly dealt with the situation and will have first-hand knowledge on steps that were taken to resolve the issue. They will then be able to inform you of how things were resolved and if needs be, what next steps need to be taken. The Headteacher will be informed if behaviour escalates and further intervention is required and will contact parents and carers if necessary to do so.

Who can help parents if they have concerns about things that have happened at school?

Most issues can be resolved by the class teachers who will also signpost further help or support from other agencies. If the teacher cannot resolve the issue, they will inform their own team leader, the pastoral manager or the Headteacher to proceed further. If parents are still unhappy with the issue persisting, they can speak with the Headteacher who will be happy to look into this for you further. As a final step, if you at any stage are unhappy with any of the procedures followed, you may contact the Chair of Governors directly to discuss your concerns.

At what stage will parents be informed of any behaviour issues?

If a child demonstrates poor behaviour, they will be spoken to informally by the class teacher. If this is resolved, the teacher may choose not to involve the parents at this stage. Should poor behaviour continue, the teacher is likely to speak with parents informally in order to show a united front of expectations between home and school. If the behaviour is severe or of a physical or dangerous nature, the Headteacher/DHT/AHT will speak with parents to find a way forward in the hope of resolving the issue before it escalates. This pattern will also follow if your child is the victim of the poor behaviour of another.

What if other children are involved in the problems my child is experiencing?

School would always ask that you inform us first and then trust us to resolve these issues. We would never advocate parents approaching one another to discuss this as this can often lead to emotional or stressful situations needlessly arising. We always ask the pupils not to retaliate in any situation as this can often escalate a situation further. School will be happy to act as mediators to resolve any areas of concern and would remind you that arguments between children are often resolved in a simple way where those between adults are not always as simple to solve. Matters will be treated with confidentiality and discretion by school and we ask that you as partners in this process do the same.

Links to other policies:

This policy is consistent with all other policies adopted by the Governors and should be read in conjunction with the following policies relevant to the safety and welfare of children:

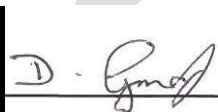
- Behaviour & Discipline Policy (which covers staff code of conduct)
- Online Safety and Acceptable Use of Online Services Policy
- Whistle blowing Policy
- Attendance policy
- Mental Health and Wellbeing Policy

Ratification

This policy is pending review by our full Governing Body in November

Date: November 2025

Signed:



Chair of Governors

Date for Review: November 2026 – To be reviewed with staff and parents annually.