

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.

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.

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 the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.

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

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 on newsletters.
- 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.

Minor 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 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
- Inappropriate physical contact, eg, pushing, shoving

Action in the event of minor 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.

Major Breaches

Where behaviour and conduct contravene the above minor breaches, these incidents are consequently viewed as major breaches. These may include:

- Swearing in anger
- Name calling in anger – including the use of racist or homophobic language
- Intentionally destroying property
- Stealing
- Refusal to work
- Leaving the premises without consent
- Intentional physical assault of a pupil or adult or endangering the safety of others

Action in the event of major breaches

Whilst these major 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. Such decisions will follow the school policy, local and government guidelines for behaviour and discipline and, in extreme cases, for exclusion. All instances of major breaches will be recorded.

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 Pastoral Manager or Headteacher, outside agencies for behaviour support, a Behaviour and Care Plan 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.

If problems of a major nature continue to occur, the school may 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.

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.

Stage		Behaviour	Action Taken	Adult involvement
1	Minor Breaches (1)	Low level disruption of lessons, such as 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, inappropriate physical contact, eg, pushing, shoving	Teacher to speak with child personally and directly.	Class Teacher
			If behaviour continues, Head of Key Stage to intervene and meet with child. Parents spoken with informally.	Head of Key Stage Parents
2	Minor Breaches (2)	Continued and sustained use of the above behaviours	Child to meet with Headteacher to discuss their behaviour.	Headteacher
			Headteacher to talk to parents informally about next steps based on severity/level of persistence of behaviour.	Headteacher Parents
3	Major Breaches (1)	Swearing in anger, name calling in anger – including the use of racist or homophobic language, intentionally destroying property, stealing, refusal to work, leaving the premises without consent	Headteacher to talk to child and parents informally about next steps, based on severity/level of persistence of behaviour, including the possibility of classroom exclusion, temporary exclusion. Involvement of outside agencies such as Behaviour Support Services	Class Teacher Head of Key Stage Headteacher Parents BSS
		Intentional physical assault of a pupil or adult, endangering the safety of others	Headteacher to inform Chair of Governors of decision to exclude (Temporary). Outside agencies to be consulted for further support (where appropriate)	Headteacher Parents Governors Local Authority
		Continued and sustained use of the above behaviours		
Should an exclusion occur for a fixed term period of longer than 5 days, on the 6 th day, school has a legal responsibility to provide full time education for any pupil until the exclusion ends. We manage pupil transition in this instance by this working alongside a partner school : Queensgate Primary School, Albany Road, Off Meadway, Bramhall, Stockport, Sk7 1NE, Tel: 439 3330 Fax: 439 9200 Headteacher - Mrs Sue Challinor E mail headteacher@queensgate.stockport.sch.uk				
4	Major Breaches (2)	Intentional physical assault of a pupil or adult, endangering the safety of others	If several exclusions occur over a term, the Pupil Discipline Sub-Group will meet to discuss next steps and options for the pupil (Possible permanent exclusion)	Headteacher Parents Governors
		Continued and sustained use of the above behaviours	Parents to be consulted and Local Authority for guidance.	Local Authority

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 behaviours 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 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.

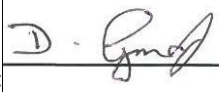
What if other children are involved in the problems my child is experiencing?

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.

Ratification

This policy was agreed and adopted by our full Governing Body

Date: October 2024

Signed:  _____ Chair of Governors

Date for Review: October 2025 – To be reviewed with staff and parents annually.