

WHITEHOUSE PRIMARY SCHOOL

Behaviour and Discipline Policy



Whitehouse Primary School

Policy on Behaviour and Discipline

Whitehouse Primary School is a Rights Respecting School and as such we support the Rights of all children.

Article 28 (right to education)

Every child has the right to an education. Primary education must be free. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.

Article 12 (respect for the views of the child)

Every child has the right to say what they think in all matters

Article 19 (protection from all forms of violence)

Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

1 Aims and objectives

- 1.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure. In this way the policy is inextricably linked to the schools safeguarding policy (See Child Protection Policy 2015)
- 1.2 The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.3 The school expects every member of the school community to behave in a considerate way towards others.
- 1.4 We treat all children fairly and apply this behaviour policy in a consistent way. The ethos of the school is one that cherishes each individual child and promotes opportunities for them to maximise their potential regardless of ability or disability. This philosophy underpins the

way school functions and is visible in every day procedures and within policies including the SEN / Equal Opportunities / Anti-Bullying policy documents.

- 1.5 This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

2 Rewards and Consequences

- 2.1 We praise and reward children for good behaviour in a variety of ways:

- Teachers verbal praise (congratulate) children.
- Teachers give children house points and tokens and the children receive a 'prize' if their token is drawn in Celebration Assembly
- Each week, we nominate a child from each class to be put in to the Gold Book and receive a certificate from the Head Teacher in Assembly. Children are nominated for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- Pupils have the opportunity to be awarded 15 minutes Golden Time by being 'Good to be Green' (See Appendix 6)

- 2.2 The school acknowledges all the efforts and achievements of children, both in and out of school.

- 2.3 The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task. This could be in their own time as part of a school detention either at break or lunch time. Teachers have a legal power to place pupils in detention.
- If a child is disruptive in class, the teacher Follows the Discipline and Rewards Guidelines in Appendix 1
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. This could also include behaviour outside of school where a child poses a threat to another child or member of the public.
- If a child threatens, hurts or bullies another child, the class teacher records the incident and the child will be appropriately disciplined. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

- 2.4 The class teacher discusses the school rules with each class (appendix 2). In addition to the school rules, each class also has its own classroom code(class charter, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during circle time.

- 2.5 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. (See Anti bullying policy)
- 2.6 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DCSF Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. A large proportion of staff have attended training on Team Teach to develop positive handling skills in behaviour management including verbal and non-verbal communication, diversion and de-escalation and safe, effective, humane physical interventions.

3 The role of the class teacher/teaching assistants

- 3.1 It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- 3.2 The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- 3.3 The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.
- 3.4 If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Head teacher and Assistant Headteachers.
- 3.5 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or the LA's Attendance and Inclusion Service.
- 3.6 The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.
- 3.7 In some exceptional circumstances teachers/teaching assistants may need to use reasonable force to control and restrain pupils. In the first instance those trained in team teach are the people who carry out such a procedure. The use of such restraints techniques are governed by the principles of ethical practice. All such procedures applied need to be discussed with the Headteacher/Assistant Head Teachers immediately and put into writing within 24 hours on the appropriate documentation. (Read the Protocol on the use of Reasonable Force in Schools and Settings)
- 3.8 The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. A member of staff also has the power to search without consent for suspected prohibited items including knives and weapons, alcohol, illegal drugs, tobacco, fireworks and pornographic images. In the first instance this should be either the Headteacher or one of the Assistant Headteachers.

4 The role of the Headteacher

- 4.1 It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the

responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

- 4.2 The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- 4.3 The Headteacher keeps records of all reported serious incidents of misbehaviour.
- 4.4 The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

5 The role of parents and carers

- 5.1 The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.
- 5.2 We explain the school rules in the school prospectus, and we expect parents and carers to read them and support them including those on uniform (including hair styles) and jewellery. **Failure to comply could result in either a short term exclusion or an in school isolation (as stated in the school prospectus).**
- 5.3 We expect parents and carers to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.
- 5.4 If the school has to use reasonable sanctions to punish a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they will be directed to the school's complaints procedure.

6 The role of governors

- 6.1 The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in adhering to these guidelines.
- 6.2 The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

7 Fixed-term and permanent exclusions

- 7.1 We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units (DCSF, January 2003). We recognise the legislative changes which take effect from 1 September 2007, namely the new duty on schools and local authorities to make full-time educational provision for excluded pupils from day 6 of their exclusion, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an exclusion, and the duty on heads to offer the parent a reintegration interview in respect of certain fixed-period exclusions.
- 7.2 Only the headteacher (or the acting headteacher) has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Head teacher

may exclude a child permanently. It is also possible for the Head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

- 7.3 If the Head teacher excludes a child, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.
- 7.4 The Head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 7.5 The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.
- 7.6 The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- 7.7 When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.
- 7.8 If the governors' appeals panel decides that a child should be reinstated, the Head teacher must comply with this ruling.

8 Drug- and alcohol-related incidents

- 8.1 It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of the Health Care Assistant or administrator.
- 8.2 The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.
- 8.3 If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.
- 8.4 It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the headteacher.
- 8.5 If the offence is repeated, the child will be permanently excluded.
- 8.6 If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

9 Complaints and Accusations

- 9.1 When an allegation is made against a member of staff this will be managed in accordance with Stockton Local Children's Safeguarding Board Procedures.
- 9.2 The school takes seriously any malicious accusations against school staff. Disciplinary action including exclusion may be used against pupils who are found to have made malicious accusations against school staff.

10 Monitoring and review

- 10.1 The Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 10.2 The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher records those incidents in which a child is sent to him/her on account of bad behaviour. The Senior Supervisor keeps a record of any incidents that occur at lunchtimes: lunchtime supervisors give verbal details of any incident to the class teacher/HLTA as the children are collected from the playground.
- 10.3 The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- 10.4 It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance The Duty to Promote Race Equality: A Guide For Schools, and that no child is treated unfairly because of race or ethnic background.
- 10.5 The Governing Body reviews this policy every three years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Date: next review September 2019

Appendix 1

Whitehouse Primary School

Rewards and Disciplines Guidelines for the Classroom

Children should be encouraged to be focussed and ‘on task’ throughout a lesson.

They should know the expectations and routines of their classroom with classroom rules formulated by the children clearly on display.

Children with behavioural difficulties will need more specific strategies and advice from the SENCo.

Children should receive the same response from all staff working in school; positive praise and tokens for good work/behaviour and clear steps of action leading to consequences for inappropriate behaviour. These guidelines will be reinforced with the children at the beginning of every half-term in Assembly by the head teacher or SLT.

Rewards

- Children should be rewarded for good work through positive praise, house points, circle time and certificates
- Children should be rewarded for good behaviour through positive praise and tokens
- Children should be taught trust, respect and consideration for others through class jobs/school jobs/school council/school monitor responsibilities
- Children should receive high quality feed back on their progress and what they are doing well.
- Remember to reward those children who are always ‘doing it right’. At Whitehouse this can include rewards such as those promoted by Good to be Green where pupils are entitled to a full allocation of Golden Time for (doing it right).

Discipline – Steps of Action

1. When a child is not applying themselves to their work/behaving appropriately the teacher/TA should enquire to find out if the child is having difficulty with the task
2. If the child is still not applying themselves to their work/behaving appropriately they should then be moved to another place* within the classroom to work and be given a clear explanation as to why they have been moved.
* or apply the ‘cloud system’ if it is a younger child (Refer to Appendix 1)
3. If the child continues to find it difficult to settle down to work then they will be sent to work in another class (same year group or younger class) again with a clear explanation of why they have been moved.
4. Further disruption by the child would then result in that child being sent to the class of the Key Stage team leader
5. Finally, should the child still choose not to attend to their work they will be sent to the Assistant Head Teacher or Head Teacher
6. The Assistant Head Teacher or Head Teacher will then apply consequences for the child as appropriate. These could be; working in isolation, loss of playtimes, loss of monitor jobs or privileges, meeting with parents.

Most children will adjust their behaviour accordingly by step 2 or 3.

As a consequence of the above it may be the case that pupils need to make good time lost. In these circumstances it is reasonable for children to be expected to complete such work at breaktime/lunch time as part of a detention procedure.

Another occasion where a detention sanction could be applied is when a pupil fails to complete homework. The teacher needs to be reasonably satisfied that the child concerned has made a choice not to do the homework.

Any detention must always be supervised by the adult directly involved. If a detention takes place in a lunch break the pupil concerned must have their lunch and the opportunity to visit the toilet.

Good behaviour is a result of considered and consistent approaches by all the adults a child works with in school.



Managing Pupils at Lunchtimes and Playtimes

- Playground rules formulated by the school council should be up on display
- If a child is not following the rules they will be reminded about them by a adult
- If a child continues to have difficulties in the same playtime they will be sent to an isolated area for thinking time for 5 or 10 minutes
- If after 10 minutes 'out' the child continues to have difficulties they will be sent to a different KS playarea
- If a child continue to have difficulties or incidents occur of a serious nature the child will be brought to the Key Stage Team Leader or Assistant Head Teacher or Head Teacher in that order and recorded in the home/school contact book
- Any persistent inappropriate behaviour or incidents of a serious nature will result in Lunchtime exclusion.
- Incidents of inappropriate behaviour should be reported to the class teacher
- The class teacher is responsible for alerting other staff about children with behavioural difficulties and the appropriate strategies being used

Good behaviour at Lunchtimes and playtimes will be acknowledged by staff and appropriate rewards given such as tokens, stickers or extra playtime.

Children are offered a range of activities at playtimes such as: using the climbing frame/adventures trails

Small balls and active toys

A range of team games introduced to them through PE

Skipping and hand clapping rhymes

Adult led games such as 'islands' etc

For those children who prefer to spend playtimes/lunchtimes more quietly there are table activities or children can access activities in the green room.

Appendix 1i

The Cloud System involves a pictorial chart.

Children's names are placed on a sunshine; if children do not follow the class rules and have not responded to warnings, staff may move the child's name onto a grey cloud. If a child continues not to follow class rules their name may be moved again onto a thunder cloud.



Appendix 2

Whitehouse Primary School School Rules

1. We listen carefully and follow instructions.
2. We use indoor voices.
3. We keep hands, feet, objects and unkind words to ourselves.
4. We move around school sensibly.
5. We take care of belongings and equipment.
6. We respect other people and allow them to work.

A pictorial representation of these rules is also available for school staff to use with pupils

Appendix 3

Playground Rules

- Be gentle and play well with others
- Be kind and helpful
- Be honest and do not cover up the truth
- Listen to people and do not interrupt them
- Care for your playground and environment
- Respect others feelings and do not hurt them

- Play nicely and do not spoil others games

Appendix 4

What legislation does this policy refer to?

- Education Act 1996
- School Standards and Framework Act 1998
- Education Act 2002
- Education and Inspections Act 2006
- Education Act 2011

Appendix 5

This policy is interlinked with the following policies:

- Protocol on the use of reasonable force in schools and settings
- SEN Policy
- Anti - bullying policy
- Child Protection Policy(2014)
- Behaviour and Discipline in Schools (A guide for Headteachers and school staff)

Appendix 6

Good to be Green

All pupils have the right to earn 15 minutes Golden Time for behaving appropriately throughout the week. They can achieve this by staying green.

If a child makes the wrong choice in class they will receive a yellow consequence card. If further poor choices of behaviour are made then the yellow card will become a red one. This means that 5 minutes of Golden Time will be lost.