

# WOOD FOLD PRIMARY SCHOOL

## POSITIVE DISCIPLINE POLICY

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### **Principles**

- The whole school community is responsible for the adherence and application of this policy.
- To help children develop self discipline and understand what constitutes good behaviour, creating a common understanding of what is acceptable and unacceptable behaviour.
- To encourage children to develop a standard of behaviour that is acceptable to peers and society in the widest sense.
- To provide a positive, safe and caring environment for all pupils.
- To ensure that the climate for learning in school supports the principles of the children's charter.
- To help children with emotional, social and behavioural difficulties to understand that it is their behaviour that is unacceptable not themselves.
- To be treated equally and fairly regardless of race, religion, culture or gender.
- To comply with the schools legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

### **Teaching Positive Behaviour**

- Positive behaviour is addressed throughout school and is everyone's responsibility.
- Jigsaw PSHE&C lessons address elements of positive behaviour.
- Collective Worship regularly addresses issues of respect and appropriate behaviour.

### **Rules, Rewards and Consequences**

Schools are places of learning. This policy contains the agreed rules, rewards and consequences which are agreed by teachers and their classes as part of the transition process and are reviewed each half term. These rules, rewards and consequences apply at all times and in all places during the school day. This will allow everyone to work successfully, safely and enjoyably. Good behaviour will always be rewarded. Poor behaviour will be dealt with calmly and quietly.

### **Rules / Code of Conduct**

1. We will move calmly and silently around school at all times, including going into assembly, out to playtimes / lunchtimes and in from playtimes / lunchtimes.
2. We will use our manners at all times and behave in a courteous and respectful manner with everyone.
3. We will keep our hands and feet to ourselves.
4. We follow instructions the first time they are given.
5. We understand that name calling, swearing, teasing and bullying are unacceptable behaviour.
6. We keep the school clean and tidy so that it is a welcoming and safe place that is conducive to learning.
7. We will complete work that is set for us and do so to the expected standard.

## **Rewards**

Rewards will be given when the rules are observed and adhered to. All staff aim to focus on the good behaviours we observe, and acknowledge it consistently with a range of the following rewards:

- Praise (non-verbal, verbal and written)
- Stickers
- Bookmarks and Certificates
- Letters home to parents
- Dojo Points
- Prize from prize box
- Extra responsibilities for pupil (within class or whole school)
- Show work to another member of staff
- Show work to Headteacher for Headteacher Award
- Class points
- Star of the week
- Jigsaw certificate (nominated by the children)
- Blue Buttons 'Truly trusted' – Year 6 ONLY.

## **Class Points**

Each class starts the week with 20 'class points'. Additional points can be awarded for good class behaviour at playtimes and lunchtimes or in class situations. Equally sanctions can result in the loss of points.

Results are announced in Friday's achievement assembly and the class with the highest score in KS1 and KS2 receive additional playtime the following week.

## **Star of the Week**

Once a week, each class teacher chooses a child with outstanding behaviour/attitude to be the 'Star of the Week'. Children will be presented with a certificate during the Celebration Assembly.

The winner of the 'Star of the week' certificate is awarded the chance to eat their lunch on the 'top table' with a child of their choice, the following Friday.

## **Consequences**

At Wood Fold we believe in the right for all children to access high quality learning and so have a zero tolerance approach to unacceptable behaviour.

In order to address any unacceptable behaviour quickly and quietly, behaviour cards will be used in the following order:

- 1) Stop and Think card - if a child is causing low level disruption



- 2) Yellow Warning card – if the behaviour continues



- 3) Red Consequence card – if the behaviour continues despite having already received a warning. Any time that a red card is given this is also recorded on SIMs.



The aim of this is to prevent discussion around the behaviour and therefore ensure that it has no impact on learning. Discussion around the behaviour will then take place at a more appropriate time.

Class teachers / teaching assistants monitor the cards that are given out to children using the weekly class behaviour log (see appendix 1). This monitoring allows for observation of any patterns and allows staff to track any changes in behaviour or impact of support put into place for individuals. SLT /MLT check behaviour logs half termly as a minimum.

Issues or concerns regarding friendship groups, as well as any discussions taking place to address feelings of anxiety or worry will also be logged by the classteacher/ teaching assistant (Appendix 2). Like with the behaviour logs, these will be monitored for patterns half termly as a minimum.

The following consequences will occur in school for not adhering to the rules set out above.

- A verbal reprimand
- Repeating unsatisfactory work until it meets the required standard
- Missing break time
- Sent to another teacher / classroom
- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a class trip
- Sent to a member of SLT
- Sent to Headteacher

Consequences will be appropriate to the nature of the behaviour exhibited.

If inappropriate behaviour continues the following will occur:

- 1. Parents will be contacted by the classteacher and behaviour discussed informally.**
- 2. Children who continue to misbehave will be sent to members of the senior leadership team / Headteacher** with an activity whilst they reflect on their behaviour.
- 3. A meeting will be held between either the Headteacher or Deputy Headteacher and the classteacher and pupil to discuss the difficulties.** A phone call / letter will then be made to parents inviting them to come into school to discuss our concerns.
- 4. To use a withdrawal room away from other pupils for a limited period of time with a member of staff.**
- 5. In more extreme cases a temporary or permanent exclusion.**

These consequences are written in order of severity, but do not have to be followed in sequential order, depending on the severity of the incident. In the rare case of exceptionally disruptive behaviour these consequences may be completely bypassed and the following arrangements used.

### **Arrangements for exceptional behaviour**

The following incidents will be managed by immediately sending for the Assistant Headteacher, Deputy Headteacher or Headteacher and the child may be removed (ref Positive Handling) from the classroom to a calm area and the behaviour addressed, these actions will result in more severe consequences for the child:

- Physical aggression, which endangers either the child concerned, other children or adults.
- Severe verbal abuse that is overtly directed at staff / other children, including sexist or racist remarks.
- Serious violation of property.
- Open defiance.
- Engaging in any behaviour that stops the class from functioning.
- Any pupils who are found to have made malicious accusations against school staff will be excluded.

## **Playtimes and Lunchtimes**

The behaviour cards will be used throughout the school day, such as during lessons, assemblies, playtimes and lunchtimes. The teacher will be informed if any behaviour cards are issued to a child during playtimes and lunchtimes and these will be recorded on the class behaviour log.

At the end of playtimes and lunchtimes, the whistle will be blown twice. At the first whistle, the children will stop and wait in silence for the next whistle. On the next whistle the children will walk into lines in silence in their designated class zone.

The classteacher will collect their class from the playground and lead the line into class silently.

## **School Reports**

Children will receive a termly school report which will include information about a child's attitude to learning within core subjects and their behaviours, both within lessons and at other times, such as playtimes or lunchtimes.

Children's attitude to learning will be judged using 3 statements – excellent, good or requires improvement.

Children's behaviour within lessons will also be judged using 3 statements:

1. Excellent behaviour, respectful, trustworthy and responsible.
2. Acceptable behaviour pays attention and concentrates. Few reminders required.
3. Poor / unacceptable behaviour can be, distractible and / or disruptive. Requires high level of staff input and reminders.

Children's behaviour in areas other than the classroom:

1. Excellent behaviour, trustworthy and responsible. Friendly and helpful with peers.
2. Acceptable behaviour. Rarely instigates trouble but can be reactive on occasion but does respond to staff input.
3. Poor / unacceptable behaviour. Breaks rules frequently and needs high levels of supervision.

If applicable, children who have a special educational need which makes it difficult for them to understand and therefore adhere to the statements, personalised statements will be written by the SENCo. These statements will still set out high expectations but will be achievable by the child.

## **School's power to discipline beyond the school gates**

All pupils are expected to behave in a manner that does not threaten the health and safety of other pupils, staff or members of the general public. This includes the journey to and from school, on educational visits and the acceptable use of the internet, digital recording devices and mobile phones. Since February 2014, teachers have power to discipline pupils for misbehaviour which occurs in school, and in some circumstances outside of school. This also applies to any bullying we are made aware of which occurs beyond the school gates. If a problem occurs in school which initially was instigated outside of school, then the school will intervene.

## **Support available for those children who have Emotional, Social and Behavioural difficulties.**

It is acknowledged by the school that some children may have particular emotional, social, medical or learning difficulties which may, on occasions, contribute to them displaying challenging behaviour. In such cases the school aims to work with parents and other professionals to ascertain the problem, attempt to understand it and put together targets for improvements.

For some children with more severe Emotional, Social and Behavioural difficulties it may be necessary to construct a **PBSP (Personal Behaviour Support Plan)**. This will be done in conjunction with the child, parents, classteacher and Assistant Headteacher.

An **Early Help Meeting** may be introduced if a variety of outside agencies are involved in working with a child to address their issues. This involves a lead agency co-ordinating the agencies and ensuring a positive outcome for the child.

Additional support and liaison for transition both throughout school years and into secondary education will also be provided.

### **Positive Handling / Restrictive Physical Intervention (ref Positive Handling Policy)**

All members of staff are aware of the regulations regarding the use of positive handling and physical intervention, as set out in the school discipline chapter of the Education and Inspection Act 2006 and the revised guidance on the education of children with behavioural, emotional and social difficulties (2008). Staff only intervene physically to restrain children to prevent injury to a child, or if a child is in danger of hurting him/herself or others. The actions that we take are in line with government guidelines on the restraint of/use of reasonable force of children. Parents when signing the Home School Agreement are acknowledging the school's policy to use reasonable force on their child in the circumstances described in the 'Arrangements for exceptional behaviour' section of this policy. The school acknowledges the legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN/D).

### **Exclusion**

We do not wish to exclude any child from school, but sometimes this may be necessary. Only the Headteacher has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed period, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed term exclusion into a permanent exclusion, if the circumstances warrant this. If a child is excluded they will be provided with an education after the 5<sup>th</sup> day of exclusion.

### **Searching pupils and their property**

The Headteacher can authorise screening and search pupils or their possessions (including bags or lockers) without their consent if there is reasonable grounds for doing so. Reasonable force may be used to execute the search. From September 2010, this power applies to weapons, controlled drugs, tobacco, inappropriate images and alcohol. Teachers can instruct pupils to turn out their pockets and consequences applied if they refuse to do so and may confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances.

### **Drug and alcohol abuse**

It is the policy of Wood Fold that no child should bring any drug, legal or illegal into school. If a child needs prescribed medication during the school day the parent or guardian should notify the Headteacher and ask permission for the medication to be brought. This should be taken directly to the school office for safe keeping. Any medication needed by a child while in school must be taken under the supervision of a member of the SLT or office staff. Parents/guardians will be asked to complete a "Request For Medicines To Be Administered" form.

## **Support for Parents and Carers in developing children's social, emotional and behavioural skills**

Parents who have any concerns regarding their children's behaviour at home are encouraged to discuss this with a member of staff in school, who will be able to refer you to the right place for support.

### **Policy Review**

The policy is reviewed every 2 years; *however*, the Governors may review the policy earlier than this if the government introduces new regulations in order to ensure that it meets statutory guidelines.





