



Headteacher	June 2018
Review	June 2021

## Woore Primary and Nursery School Behaviour and Discipline Policy

We value all the members of our community and treat them with respect.  
We are helpful and co-operative.  
We are committed to learning as a life enhancing activity.

**Aim** -to promote the shared values of the school.

**Our shared values are :-**

**Everyone is worthy of respect and is valued by the community.**

We value all talents and achievements.

We value and respect other people's property and space.

We provide equal opportunities.

We build self-esteem.

We show concern for the health, safety and well-being of the community.

**Our school is committed to learning.**

Learning is worthwhile, interesting, and life-enhancing. It is the basis for all school activity.

Learning encompasses a broad range of experiences and opportunities for literary, mathematical, scientific, creative, artistic, musical and physical activity, personal, social, moral and spiritual development.

We learn good behaviour from the adult members of the community, teaching and non-teaching staff, parents and peers. It is taught both directly and by example.

**Parents are kept informed about their child's behaviour in school**

We acknowledge and inform parents when their child is behaving well by means of pupil certificates, 'Star of the Week' certificates and medals, 6Rs certificates, Class Dojo points, the school newsletter and through termly mini reports and the annual report.

When there are difficulties parents will be informed. Where more serious or long term problems arise, parents will be invited to support personalised interventions agreed at school.

**The means by which the school promotes these shared values.**

**We celebrate good behaviour.**

When children behave well encouragement and praise is given. Helpfulness and co-operation are acknowledged. To encourage children to get it right there is an emphasis on praise and encouragement for good behaviour.

Efforts are made to ensure that children who are already good and reliable members of the school community do not get overlooked but have their good behaviour rewarded.

A digital reward system called 'Class Dojo' is used across the school; prizes are awarded during achievements assemblies for specific numbers of dojo points achieved. Children receive verbal praise for pleasing work and behaviour and certificates are awarded for exceptional learning behaviour or pieces of work. On occasions children may be sent to the headteacher for further praise and a special headteacher sticker.

Children are awarded 'Star of the Week' certificates and medals for good behaviour as well as for good work. These are awarded by all staff and celebrated at a weekly assembly. Children are able to take these certificates home to their parents.

### **We teach good behaviour.**

Teachers discuss behavioural expectations with their classes at the beginning of each half term and more often if necessary. The class rules are displayed in the classroom at the discretion of the teacher. Rules for moving around school, lunchtime and playtimes are discussed and whole school versions are displayed around the school. Children are acknowledged when they are keeping to these rules so that their importance is constantly reinforced.

During the school year behaviour is part of the school 6Rs programme where children develop skills for learning and appropriate behaviour (appendix 2). Pupils from each class are rewarded with a certificate for demonstrating the focussed half termly 6R each week during our achievement assembly. Children are given opportunities to debate and discuss behavioural issues and how they affect the school and the wider community. Adults from outside agencies such as the police, social services, council, churches and local businesses will be used where possible to reinforce the promotion of the school's shared values.

For those children who are still learning how to behave well within school, there is a system of actions and consequences (Appendix 1). These lead to sanctions that are made explicit and clear to everyone. When children behave inappropriately they will be given appropriate sanctions as a consequence of their behaviour. It is made clear to all children that, just as when learning a difficult new concept, those children who find it difficult may need some special attention, in this case extra praise when they are behaving well.

Where children are having difficulty in behaving well their parents will be involved in the process early on - their support to any behavioural intervention programmes can be crucial to the success of the programme.

### **Discouraging bad behaviour - sanctions and consequences.**

Low level disruption will be managed in a variety of ways, such as:

- through a disapproving look
- a controlled choice
- a verbal warning
- calling out their name
- a 'when/then' agreement (when you have ... then you can ...)
- physical proximity of an adult
- tactical ignoring of attention seeking behaviour
- redirection of behaviour
- reprimand reminders
- a quiet but firm word with child stating expectations
- motivational challenge
- deferred reprimands
- varied use of teacher's voice

It is up to the discretion of the member of staff to give appropriate sanctions according to the age, maturity and individual needs of the child involved.

A stepped approach is taken towards issuing sanctions through the use of a traffic light system for low-mid level behaviours (appendix 1).

If curriculum time has been wasted work must be completed during a playtime or lunchtime.

Any escalation of inappropriate behaviour will be reported ultimately to the Headteacher. Actions and sanctions outlined on the chart in appendix 1 will be followed.

Where a child is angry or out of control then he/she will be asked to cool off outside the classroom or in another classroom. If the child refuses another teacher or the Headteacher should be sent for.

Physical restraint will only be used by a trained member of staff if others are at risk of danger within the proximity. In extreme cases, when there is a danger to other children, then the rest of the class must be calmly moved away from the incident.

A child's parents will be contacted by a member of staff to inform them of any inappropriate or dangerous behaviour which has been displayed by their child in school.

Serious behavioural incidents will be recorded in a behaviour register and within the pupil's individual file.

For children who continuously display behavioural difficulties, a referral may be made to the behavioural support team/educational psychologist. Following this, an intervention programme will be drawn up to support the child.

If necessary, short-term (internal or external) exclusion will be used, where serious inappropriate behaviours have occurred. Where a child has been excluded from school the child and his/her parents will be asked to see the headteacher on the return to school.

### **Morning Playtime**

During playtime there are two adults on duty.

Children are expected to stay within the school grounds and remain within agreed areas. Anyone who breaks the playtime rules will be asked to shadow a teacher or stand in a particular spot for an agreed amount of time. Breaking the rules will result in the child being given a warning. A very serious incident such as hurting someone else or refusing to stay inside the boundaries then the members of staff can ask for the child to be escorted to a teacher or the Headteacher.

## **Lunchtime**

We will ensure that children stay within the supervised areas over lunchtime.

If children are asked to stay in classrooms over break or lunch they will be supervised. Children are not to stay inside school unless they have had permission from a teacher to complete a set task/responsibility. A member of staff must supervise children finishing off work or staying in because of poor behaviour.

The library can be used as a quiet sitting area for children who feel unwell over lunchtime.

Lunchtime Supervisors are asked to use stickers to reward good behaviour in the dinner hall and playground.

The lunchtime/playtime rules will be displayed in school.

The Lunchtime Supervisors use stand out time or "shadow me" for 5 minutes, for minor offences.

Breaking the rules will result in the child being given a warning. A very serious incident such as hurting someone else or refusing to stay inside the boundaries then the Lunchtime Supervisors can ask for the child to be escorted to a teacher or the Headteacher.

## **Racial and Sexual Harassment**

Within Woore Primary and Nursery School we uphold the rights of each individual to be treated with dignity and respect. The member of staff concerned will deal with any harassment of a racial or sexual nature at source. Any incidents of such behaviour will be recorded and reported to the Governing Body and LA. Reports of such behaviour will be communicated to the Headteacher who will take the appropriate action.

If any infringement of our behaviour policy repeatedly occurs the Headteacher will be informed, parents contacted and a detailed behaviour contract / intervention programme devised. Our school retains the right to exclude any member for a given period if they are unable to uphold our behaviour standards. We follow the guidance set out in the DFE publication 'Exclusion from maintained schools, Academies and pupil referral units in England' (2012).

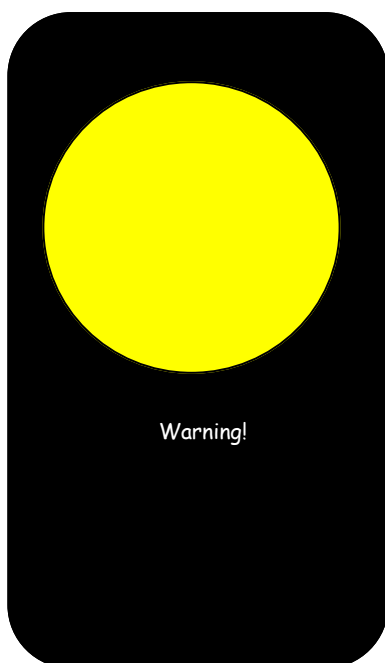
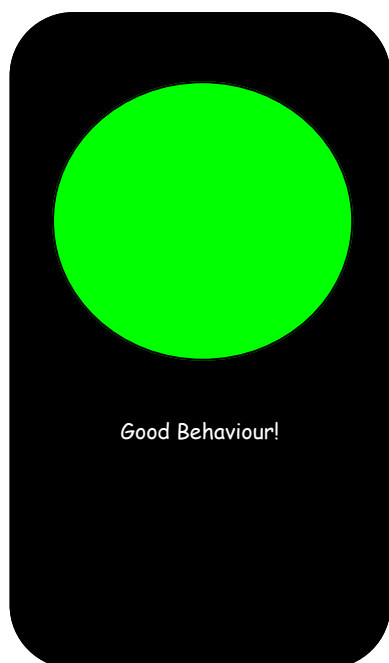
This policy will be reviewed and amended as necessary and will form the basis of parent-school contracts.

## Appendix 1

Level of Behaviour	Type of Behaviour	Actions/ Consequences
Low Level Behaviours	Pushing in line, not lining up properly, interrupting the teacher, making silly noises or faces, making fun of others, wandering about during lessons, fidgeting with equipment, swinging on chair, tapping, talking when should be listening	<p><b>Use traffic light system.</b></p> <p><b>Additionally:</b></p> <ul style="list-style-type: none"> <li>• through a disapproving look</li> <li>• a controlled choice</li> <li>• a verbal warning</li> <li>• calling out their name</li> <li>• a 'when/then' agreement (when you have ... then you can ...)</li> <li>• physical proximity of an adult</li> <li>• tactical ignoring of attention seeking behaviour</li> <li>• redirection of behaviour</li> <li>• reprimand reminders</li> <li>• a quiet but firm word with child stating expectations</li> <li>• motivational challenge</li> <li>• deferred reprimands</li> <li>• varied use of teacher's voice</li> </ul> <p><b>Continuous bad behaviour:</b></p> <ul style="list-style-type: none"> <li>• Sent to Headteacher</li> <li>• Discussion with Parents</li> <li>• Behaviour plan</li> </ul>
Mid-Level Behaviours	Deliberately hurting others, annoying other children, name calling, damaging equipment, answering back, off-hand comments, refusal to do what has been asked, inappropriate language or gestures,	<p><b>Immediately on red traffic light.</b></p> <p><b>Additionally:</b></p> <ul style="list-style-type: none"> <li>• Sent to Headteacher</li> <li>• Apologies verbally or written</li> <li>• Separation from group/class</li> <li>• Discussion with parents</li> </ul> <p><b>Continuous bad behaviour:</b></p> <ul style="list-style-type: none"> <li>• Behaviour plan</li> <li>• Loss of privileges</li> </ul>

High Level Behaviours	Throwing objects across room/at others, biting, fighting, repeated refusal to complete tasks/follow rules, bullying, telling lies/rumours, challenging authority of school staff, harmful/offensive name calling, major disruption to lessons (affecting other pupils' learning)	<ul style="list-style-type: none"> <li>• Loss of privileges</li> <li>• Moved to a different work base</li> <li>• Discussion/reprimand with child</li> <li>• Removal from place which behaviour occurs</li> <li>• Sent to Headteacher</li> <li>• Reported in behaviour log/child's file</li> <li>• Formal contact with parents</li> <li>• Behaviour support team</li> <li>• Behaviour intervention programme</li> <li>• Supervised isolation of child by school staff (internal exclusion)</li> <li>• Possible external exclusion</li> </ul>
Extremely High Level Behaviours	Stealing, persistent bullying, vandalism, verbal/physical abuse to staff, throwing large, dangerous objects, extreme danger or violence, running out of school	<ul style="list-style-type: none"> <li>• Immediate notification to parents</li> <li>• Headteacher involvement</li> <li>• Behaviour intervention programme</li> <li>• Supervised isolation of child by school staff (internal exclusion)</li> <li>• Possible external exclusion</li> <li>• Behaviour support team</li> <li>• Risk assessment form for child</li> <li>• Violence and aggression form</li> <li>• Persistent serious conduct may be reported to the police</li> </ul>

### Traffic Light System (For Low-Mid Level Behaviour)



## Appendix 2.

# The Six Rs

The 6Rs are integral to all that we do at Woore. They help children to talk about their learning and to know how to behave. We talk about them in lessons and assemblies on a daily basis. We cover one of the 6Rs per half term in school and this will be communicated to parents through regular newsletters. If you can use these same words at home, you will help your child to understand them and will show that home and school are working together as a team.

Here is a reminder of what the 6Rs are, what we teach that they mean, and some examples of how you could use them in an everyday situation.

**Responsibility** Behaving sensibly, caring for surroundings and other people, following rules.

Home examples: "Well done for tidying up your toys! That was very responsible of you!"  
"That was kind of you to share with your little brother. How responsible you are!"

**Resilience** Being able to cope when things go wrong, putting a brave face on things, trying again.

Home examples: "Don't give up! Keep trying and it will get easier! Be resilient!"  
"Aren't you brave, not making a fuss when you fell over just then! How resilient you are!"

**Reasoning** Thinking things through, making logical decisions

Home examples: "Are you really going to eat ALL of those sweets? Do you think that's a good idea? Why do you think that? Well done for good reasoning!"  
"You've asked me why I am doing this. Why do YOU think? Try to think of the reason."

**Reflection** Thinking carefully about other people's feelings, or about what would happen if... or what could have been done differently.

Home examples: "I know you want to play with that, but look how sad your little sister is. Can you be really reflective and share this time?"  
"How do you think she feels now that you have hit her? What should you have done instead? Well done, that is kinder and more reflective."  
"Oh dear, you feel sick after all of those sweets. What do you think you should have done instead? Let's remember this next time and be reflective."

**Resourcefulness** Finding new solutions to problems, making own decisions

Home examples: "Oh dear, is a piece missing? What can we do to sort that? Let's think of a new way to play with it, and be resourceful."

"I know that you wanted to play in the garden with your friend but it is pouring with rain. What games could you both play inside instead? That is being really resourceful."

**Respect** Listening to and learning from other people with politeness, following rules and caring for people and property.

Home examples: "Thank you for doing what I asked straight away. That is showing really good respect."  
"Be sure to look after that new toy because we don't want it to get broken. We need to treat it with respect."