



Woolpit Primary Academy

NURTURE • RESILIENCE • INSPIRATION • RESPECT

Behaviour and Discipline policy

January 2025

Reviewed By	Emma Jones
Signature	
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Our vision

Our core values are; Nurture, Resilience, Respect, Inspiration, which are at the heart of all we do. This is to ensure children leave Woolpit Primary Academy with a love of learning, as resilient individuals who are prepared for their futures. Our nurturing approach will ensure all pupils grow into well-rounded individuals with healthy minds. Children will leave our primary school as respectful members of the community; inspired to learn and motivated to achieve.

Aims of this policy

The aim of this policy is to create a culture that promotes excellent behaviour and to outline a clear vision of what good behaviour looks like at our school as well as explaining how we deal with poor behaviour choices. It sets out how we aim to create a calm, safe and supportive environment which is protected from disruption and outlines how we create an environment which enables all children to learn and flourish and one which reflects the vision, values and attitudes of our school.

Our School Rules

Be Ready, Be Respectful, Be Safe

These three core rules run through every aspect of our school. The rules mean different things in different contexts such as the school hall, the playground, the classroom. Children spend time at the beginning of each term talking about what they mean in the different contexts. The School Rules are presented clearly and in a child friendly way in every classroom as well as public areas around the school. They are shared with the wider school community and on the school website.

Our Rights

As part of our respectful, nurturing approach, we believe that everybody has the right to:

- Feel safe and cared for
- Communicate and to be listened to
- Focus on the positives
- Be treated with respect
- Use, share and care for school facilities
- Be valued for their achievements

The school does not tolerate

- Physical and verbal aggression of any kind towards any member of our school community
- Racism, prejudice, or discriminatory language
- Shouting at children or each other
- Persistent and deliberate disruption to others' learning.
- Bullying of any kind

Order

At Woolpit Primary Academy, we use a range of consistent approaches to ensure order and discipline:

- To gain silence and attention - 321 and hand up (staff to wait until **all** children are giving their full attention) and then fold arms.
- To move children around the room in an orderly manner from tables: 1 (stand); 2 (tuck chair under table); 3 (groups move to destination and sit down)

- Walking on the left around the school quietly
- Line up silently and in single file on the playground before entering the building
- Teachers to walk at the front of their lines, preferably walking backwards
- Available staff to be in corridors at transition times to ensure correct conduct is carried out

How we manage behaviour

Staff have an important role to play in developing a calm and safe environment and promoting our whole school approach by teaching and modelling expected behaviour (Ready, Respectful, Safe). In order to maintain a calm, safe and purposeful environment:

- Adults have positive relationships with each other and with children
- We give our first attention to the best behaviour
- We are relentless in following routines
- We follow an agreed script for difficult conversations
- We believe in restorative follow up to poor behaviour

All staff, every day...

- Meet and greet each child at the beginning of the day with a smile
- Recognise good behaviour and effort every day using the recognition board in our classrooms
- Recognise behaviours which are 'over and above' using Positive postcards
- Recognise the children who consistently make the right choices with positive notes
- Always deal with poor behaviour *privately, calmly and immediately*

How we celebrate good behaviour

- We use a recognition board in each classroom, where we share the names of children who demonstrate good behaviour. The board has a focus which is relevant to the class, for example the focus might be 'Speak politely'. The class works as a team to try to get everyone's name on the board by the end of the lesson/day/week as appropriate. Every child's name can go on the board, even if the teacher has had to speak to them privately about something else.
- Positive notes are handed out to children in class when it has been recognised that they are consistently showing good behaviour choices.
- We recognise behaviour that is 'over and above' the expected behaviour, for example helping collect up everyone's equipment at the end of a session. We acknowledge this 'over and above' behaviour by giving out positive postcards that can be given by all staff, children and visitors. Positive postcards go home to be shared with parents.
- Children that make the right choices all of the time will be recognised using positive notes, given directly to them by the member of staff.
- We recognise our school values in school through our celebration assembly: Nurture, Resilience, Respect, Inspiration.

How we deal with poor behaviour choices

We define poor behaviour choices as any inappropriate behaviours which do not follow our school rules of Ready, Respectful and Safe.

- In communal areas the script is used straight away when the choice to break a school rule has been made. See appendix 1.
- In classrooms:

Stage one	Child given a non-verbal reminder
Stage two	30 second intervention script delivered – See appendix 1
Stage three	<ul style="list-style-type: none"> • Make it clear that this is the last chance reminder, then... • 30 second intervention script delivered again. See appendix 1 • Immediately acknowledge the positive choice once this has happened.
Stage four	<ul style="list-style-type: none"> • Time out given to child for reflection on their choices • Following reflection, the adult and child will complete a restorative conversation at the earliest given opportunity, where it can be focussed on with no interruptions. See appendix 2 • Parents contacted if stage 4 behaviour continues.
Physical / Verbal Aggression towards adults or peers	If a child is intentionally physically / verbally aggressive with another child or adult during playtime, they will be asked to go to the reflection room for a period of time during playtime. Following a time of reflection, the child will complete a restorative conversation with an adult before re-joining their class outside or for the next session of learning.
Stage five (Removal from the classroom)	<p>If inappropriate behaviour is persistent and other strategies have been exhausted or if an incident is deemed to be particularly serious, a child may need to spend a longer period of time apart from their peers and may need to work in a separate space away from the classroom following the incident. Any decision for the child to be removed from the classroom due to the reasons above should be discussed with the Headteacher or a member of SLT. The purpose of this removal will be for one of the following reasons:</p> <p>a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;</p> <p>b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; or</p> <p>c) to allow the pupil to regain calm in a safe space.</p> <p>This removal from the classroom will be for a maximum of one school session (AM or PM) and can be shorter if the child has shown that they are calm, reflective and ready to go back into their classroom. Before re-joining their peers, a restorative conversation will take place and adults will ensure that they are satisfied that the child is safe and ready to return. If a child continues to be dysregulated and a longer period of removal is required (longer than 1 session), this must be authorised with the Headteacher or a member of SLT. Ideally children will finish the day with their peers in their class. Parents will always be contacted if their child has been removed from the classroom setting. Following a time when a pupil has been removed from the classroom, risk assessments and behaviour support plans (if in place) will be reviewed to ensure that the child can be supported and that future incidents can be prevented where possible.</p> <p>Removal from the classroom as detailed above is different to the use of our nurture room for non-disciplinary reasons where children may be taken out of the classroom for support in regulating their emotions because of an identified need and planned response.</p>
Stage six (Suspension or Exclusion)	If unacceptable behaviour is repeated and all of the above strategies have been actioned or there is a serious incident of unacceptable behaviour a pupil may be suspended or permanently excluded in accordance with the Education Act 1997. Any suspensions or exclusions will follow the Thedwastre Exclusion policy.

Individual Support Plans

There will always be a small number of children who, for whatever reason, find that they need additional individualised support with their behaviour. As a school we believe that early identification and intervention is essential so that support can be put into place at the earliest opportunity. If a child has had multiple sessions where they are needing the restorative conversation, teachers will seek support from the Behaviour Support Lead and additional support will be put in to place as required. There will be 2 rounds of plan, do, review and then an Individual Behaviour Support plan will be discussed with parents and put in place if there has been no improvement to behaviour.

Special Educational Needs and Behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

Reasonable adjustments for children with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

The school will then assess whether it is appropriate to use or amend a sanction and if so, which reasonable adjustments need to be made.

Pupils with an unidentified SEND need

We acknowledge that there may be times when a child may have an unidentified SEND need. If this is thought to be the case the school's special educational needs co-ordinator (SENCO) and Behaviour Support Lead may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter and seek further advice. If appropriate, the school may request an emergency annual review of the EHC plan.

Senior leaders and the SENDCo provide support and ensure that staff are appropriately trained to deal with behaviour associated with particular areas of SEND.

Monitoring

Staff monitor individual behaviour and class teachers and TAs are responsible for reporting incidents. If a child is consistently reaching Stage 4 in our behaviour management strategies or if they have needed to be in the reflection room or removed from the classroom, this will be recorded on CPOMS. If staff are concerned about a child's behaviour for any reason, this is also recorded and discussed with the Behaviour Support Lead so early intervention can be considered. These behaviour incidents are monitored on a half-termly basis. Any patterns in behaviour are identified and further investigations and discussions take place. Parents are informed if patterns are emerging and Behaviour Support Plans are considered to support children with their behaviour. Patterns and trends are shared with staff and governors so that proactive strategies can be put in place if required.

The Role of Governors

The governing body has the responsibility for setting down these guidelines and for reviewing their effectiveness. The Headteacher has day to day authority to implement the school behaviour and discipline policy but governors may give advice to the HT about particular disciplinary issues. Data around behaviour will be provided to governors at Governing Body meetings.

The Role of the Headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of SEND and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

The Role of Parents and Carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- As far as is reasonably possible, take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Confiscation and Searching

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

- The general power to discipline enables a member of staff to confiscate, retain or dispose of prohibited items.
- School staff do have the power to search a child without consent for prohibited items including any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property e.g. if the staff suspect a knife or other weapon may have been brought onto the premises or may be carried on an off-site educational visit. However, in such circumstances the police would normally be called to conduct a search. (School Guidance Document)
- Banned items will be determined by the Headteacher e.g. Electronic devices, latest crazes toys. These maybe confiscated, kept safe and given back to child or parents at the end of the day. (Screening, searching and confiscation DfE guidance February 2014).

The school will inform the designated safeguarding lead and parents after a search has taken place and of the outcome of any item (banned and prohibited) found as a result of the search as well as sanctions, consequences and confiscation. Parental permission does not need to be gained before a search can take place. A record of all searches along with any item found will be kept using CPOMS. A record should include the date, time and location of the search, who conducted the search, what was being searched for and the reason, any items found and follow up actions and consequences. If the outcome identifies a safeguard concern, our safeguarding policy and procedures will be followed. The pupil will be sanctioned in line with our behaviour policy.

Physical Contact

At Woolpit Primary Academy, we promote positive and appropriate physical contact, to enable our staff to deliver a nurturing environment, to ensure that the pupils thrive. For example, comforting a distressed child (see DfE Guidance 2013).

Reasonable Force

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit. Reasonable force will only be used in serious situations where there is a risk of injury to adults, other children or themselves or as a last resort, where all other strategies have been exhausted.

As per DfE advice (2013), reasonable force may be used for the following reasons:

- To remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- To prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- To prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- To prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- To restrain a pupil at risk of harming themselves through physical outbursts.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. We will make reasonable adjustments for children with SEND and vulnerabilities.

Reasonable force will never be used as a punishment.

Key staff will be trained in the safe use of reasonable force to ensure that, in the very rare event that we may need to use it, it is completed safely.

The Headteacher will be informed immediately, or in their absence a member of the senior management team if physical restraint has been used. A report of the incident will be recorded and a physical restraint form will be completed. Parents will be informed if physical restraint has been used.

All complaints about the use of force will be thoroughly, speedily and appropriately investigated. Where a member of staff has acted within the law, (they have used reasonable force in order to prevent an injury, damage to property or disorder) this will provide a defence to any criminal prosecution or other civil or public law action. Suspension will not be an automatic response when a member of staff has been accused of using excessive force. School will refer to the "Dealing with Allegations of Abuse against Teachers and Other Staff" guidance where an allegation of using excessive force is made against a teacher. The governing body should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher. As employers, schools, local authorities and academy trusts have a duty of care towards their employees. School will provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

Behaviour outside learning times and outside the school gate

Our school ethos towards behaviour and our behaviour policy will apply to the whole school day, including behaviour on school premises prior to registration and at the end of the school day, during break and lunch times, during school clubs and on school transport.

It is a privilege to be able to attend an out of school club and if a pupil's behaviour continues to fall below our expectations set out in this policy, they will not be permitted to continue.

It also includes misbehaviour outside the school premises in line with our statutory power to discipline pupils where it is witnessed by a staff member or reported to the school, and it is seen to have an impact on the school's reputation or if it poses a threat to another pupil or member of the public.

The same standards of behaviour are expected online as are expected offline and our online safety curriculum and ethos, ensures the children at our school know that everyone should be treated with kindness, respect and dignity whether it is in real life or online.

Bullying

Bullying can be physical or emotional and it can take many forms (including cyber-bullying). Our school does not tolerate bullying and there are clear procedures for dealing with any incidents of bullying. Consequences are applied fairly, consistently and reasonably, considering any SEND that pupils may have and taking into account the needs of vulnerable pupils. School will involve parents to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. Please see the schools Anti-Bullying Policy for further information.

Mobile Phones

Children are not permitted to have access to a mobile phone during the school day. However, we understand that some parents may wish their children to have access to a mobile phone during the walk to and from school for safety reasons. Therefore, children in Years 5 and 6 are permitted to bring a mobile phone on to school premises. Phones must be handed into the school office at the beginning of the school day and collected from the school office in the afternoon. If mobile phones are brought onto site by children in other year groups, these will be placed in the office for safe keeping and will be handed to a parent or carer at the end of the school day.

30 Second Script

FOR EVERYBODY TO USE WHEN CHILDREN ARE BREAKING THE RULES

I noticed you are ...
It was the rule about ... that you broke.
Do you remember last week when
you...
that is who I need to see today.
You have now chosen to ...
Thank you for listening.
(Then walk away!!!)

1. I noticed you are ... (having trouble getting started / struggling to get going).
2. It was the rule about ... (lining up / staying on task) that you broke.
3. Do you remember last week when you ... (arrived on time every day / got that positive note)?
4. **That** is who I need to see today.
5. You have now chosen to ... (move to the back).
6. Thank you for listening. (Then give the child some 'take up' time).

The 30 second intervention

The 30 second intervention is designed to be a planned and predictable and safe way to send a clear message to the child:

“You own your behaviour. Your poor behaviour does not deserve my time.
You are better than the behaviour you are showing today (and I can prove it!)”

Immediately reminding the child of a previous example of their personal discipline / good behaviour / achievement is the key to the scripted response.

Following this, thank the child for listening and move away, leaving the child to their choice. Don't be tempted to loom over them while they decide what to do ... walk away and don't turn back.

If the child responds with an insult or in a disrespectful mutter, don't be tempted to take the bait. The rest of the class will realise soon enough that you didn't let it go. If you rush back to confront secondary behaviours you pass control over to the child, and you have then lost.

When you walk away write down, discreetly, what happened so that you can speak to the child when everyone is calm.

When delivering a script everything about your physical and tonal approach must scream, “I haven't come here for an argument!” Hide all of your irritation and anger - some children crave this. Leave the child feeling that they can take control of their behaviour themselves, thinking about their actions and knowing that someone important believes that they are better.

Delivering the script takes a great deal of self-control to stop your emotion creeping out. **We will make mistakes!** Yet, when everyone sees that poor behaviour is no longer rewarded, that interventions are quick, efficient and predictable, the classroom becomes a safer and less explosive place to learn.

If children turn away from you when you are delivering the script, mimic you, say it with you or deliberately refuse to listen, continue delivering the script.

If a child cries when you deliver the script, say, “I will come back to you when you have stopped crying.” Then you will have to skilfully find your moment to return, often in a breath between howls.

Teach the children the script - it shouldn't be a secret. If other children hear you using the script it is a good thing. It shows them you are consistent and fair and it demonstrates what they might expect if they cross the boundary

Appendix 2

Restorative approach

The restorative conversation p126—Paul Dix

