



Woolpit Primary Academy

NURTURE • RESILIENCE • INSPIRATION • RESPECT

Behaviour and Discipline policy

June 2022

Reviewed By	Sarah Clayton
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.

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

The school does not tolerate:

- Physical and verbal aggression of any kind towards any member of our school community
- Persistent and deliberate disruption to others' learning.
- Racism, prejudice, or discriminatory language
- **Shouting at children or each other**
- 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
- Staff to be in corridors at transition times to ensure correct conduct is carried out

How we manage behaviour

- 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

- 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 this 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 - last chance	<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 inappropriate behaviour continues, we seek

Individual Support

There will always be a small number of children who, for whatever reason, find that they need additional individualised support with their behaviour, early identification and intervention being essential.

If a child has had multiple sessions where they are needing the restorative conversation, they are to seek support from the behaviour support assistant, where additional structures will be put in to place. There will be 2 rounds of plan, do, review and then an Individual behaviour support plan will be discussed and possible put in to place.

Monitoring

Unacceptable behaviour will be monitored. If a child fails to respond to the procedures above, the parents will be consulted to discuss the matter.

Ultimately, the Head teacher has sole responsibility for exclusion, which will only be used in response to serious breaches of school policy or the law and will not be undertaken lightly.

We aim to carefully examine any problem in case of discrimination and will not tolerate racial or sexual harassment.

Inclusion

The school has a legal duty under the Equality Act 2010 in respect of safeguarding children and respecting pupils with special educational needs, disabilities and vulnerabilities. Relationships between all community members should be fair, honest polite, respectful and considerate. We believe behavioural management should be a positive experience. Where possible the response to a child's behaviour should not prevent the child from accessing learning nor should the child's behaviour prevent others from learning. Where appropriate "reasonable adjustments", to the implementation of this policy will be made to allow for the specific individual needs.

Exclusions

Exclusions may be either a fixed term or permanent. It is the Headteacher's responsibility to decide whether a child should be excluded. Exclusions will only happen in response to a very serious breach or a series of breaches of the school's code of conduct or where the alternative forms of behaviour management have been shown to have failed. Any exclusions (fixed or permanent) will follow the Thedwastre Exclusion policy. The Headteacher can exclude a child for a fixed period of up to 3 days where behaviour has been very disruptive, and measures put in place have failed to have an impact. Parents must be informed of this measure. Only a Headteacher may exclude. As well as fixed term exclusions, Headteacher may, in very extreme cases, exclude permanently. Parents may appeal against permanent exclusions and must be told of this right to appeal to Governing bodies and the CEO and LA must be told straightaway about permanent exclusions or any fixed term exclusions that go beyond 5 days. The GB cannot exclude a pupil or extend an exclusion period.

Any exclusion appeals will be heard by the governor's pupil discipline committee. In these meetings the circumstances will be reviewed, representations from the parents will be heard and governors will consider whether to reinstate a pupil. Headteachers are bound by this ruling.

In extreme incidents we will follow the advice in 'Positively Tackling Incidents': police and school liaison.

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 Head Teacher. 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)

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).

Use of Reasonable Force

As an education provision we have, under the DfE guidance, the statutory power to use reasonable force.

The term “reasonable force” covers the broad range of actions used by most teachers that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the upper arm/physical prompts, through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.

Under some circumstances, and as a last resort a pupil maybe restrained to prevent them committing any offence, injuring themselves or others, damaging property or to maintain the good order and discipline in the classroom (DfE guidance). The Head Teacher will be informed immediately, or in their absence a member of the senior management team. A report of the incident will be recorded. A physical restraint form will be completed.

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 Head Teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

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.

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 is completed safely.

What happens if a pupil complains when force is used on them?

All complaints about the use of force will be thoroughly, speedily and appropriately investigated.

Where a member of staff has acted within the law, that is, they have used reasonable force in order to prevent an injury, damage to property or disorder and was a last resort. This will provide a defence to any criminal prosecution or other civil or public law action.

When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true- it is not for the member of staff to show he/she acted reasonably.

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. This guidance makes it clear that a person must not be suspended automatically, or without careful thought.

School will consider carefully whether the circumstances of the case warrant a person being suspended until allegation is resolved or whether alternative arrangements are more appropriate.

If a decision is taken to suspend a teacher, the school will ensure that the teacher has access to a named contact that can provide support.

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.

Teachers have a statutory power to discipline pupils outside of the school premises where: -

- * witnessed by a staff member
- * reported to the school
- * The pupil is identifiable as a pupil at the school

Or behaviour that:

- has repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

In all cases of misbehaviour, the teacher can only discipline the pupil on School premises or elsewhere when the pupil is under the lawful control of the staff member.

Bullying

Bullying can be physical or emotional and it can take many forms (for example, cyber-bullying). Immediate physical safety and stopping violence come first but bullying can also be because of prejudice against particular groups (for example because of Special Educational Needs, on grounds of race, religion, gender, sexual orientation or transgender status, or because of caring duties.) Consequences will be applied fairly, consistently and reasonably, taking into account of any Special Educational Need or disabilities that he 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.

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 GB meetings.

Appendix 1

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.

1. I noticed you are ... (having trouble getting started / struggling to get going / wandering around the classroom dabbing).
2. It was the rule about ... (lining up / staying on task / bringing military hardware into school that you broke).
3. Do you remember last week when you ... (arrived on time every day / got that positive note / received the Nobel Prize)?
4. **That** is who I need to see today
5. .You have now chosen to ... (move to the back / speak to the man from Scotland

Yard).

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 / 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, discretely, 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 and 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

