



# Wigton Moor Primary School

## PUPIL BEHAVIOUR AND DISCIPLINE POLICY

### RATIONALE

We believe that good behaviour and discipline in our school are essential for successful teaching and effective learning to take place and for the school to function as an orderly community. We are proud of the tradition of excellent behaviour at Wigton Moor Primary School. In order to sustain this, a clearly set out behaviour and discipline policy which is approved, understood and supported by all those who are involved in and with the school is needed so that our school's aims and objectives can be realised and the commitments stated in our 'Home-School-Child Agreement' can be met.

### AIMS

1. We wish to promote and maintain a purposeful atmosphere about school which is conducive to effective teaching and learning so that all our pupils:
  - can learn without that learning being disrupted by others;
  - develop a positive attitude to learning and produce work of the highest possible standard.
2. We want everybody in our school to:
  - be calm, orderly, polite and courteous;
  - develop caring attitudes and positive, trusting relationships with each other.
3. We want our pupils to show through their actions that they know what constitutes appropriate behaviour and that they understand what is expected of them and respond accordingly.
4. We want to ensure that all the adults who work and help in the school, view encouraging good behaviour and discipline as a shared responsibility, and are fair and consistent in their approach.
5. We want our pupils to take responsibility for their actions and develop self-esteem, self-discipline, respect for authority and high standards of behaviour.
6. We want parents and carers to be involved in helping the school to promote good behaviour and discipline by all pupils.
7. We want our children to learn self-confidence and socially and morally responsible behaviour in and beyond the classroom so that they become good citizens.
8. We want to maintain, and where possible develop the very strong ethos\* of the school, by ensuring that there is very good behaviour and discipline.

\* The ethos of the school can best be described as the 'climate' for learning; attitudes to work, relationships and the commitment to high standards.

## **INTRODUCTION**

We believe that:

- most pupils, most of the time are well behaved, work hard and act with care, consideration and politeness;
- good behaviour and discipline are the responsibility of all who are involved in the school;
- our pupils need to be taught what our codes of conduct mean, and about the behaviour that is associated with them; our pupils will need to be reminded of our codes of conduct at appropriate times;
- praise, positive reinforcement and the raising of self-esteem will all help our pupils develop self-discipline.
- incidents of inappropriate behaviour should be dealt with appropriately and should be seen as a learning opportunity for the pupil(s) concerned. It needs to be recognised that it is the behaviour we disapprove of, not the pupil(s).

## **GUIDELINES**

### **Encouraging and rewarding good behaviour**

Good behaviour and discipline is self-motivated. In order to encourage good behaviour, and to promote self-esteem within pupils, we should have a good system of praise and rewards. Praise and rewards focus attention on positive behaviour rather than inappropriate behaviour. When we are praising or rewarding pupils, it should be made clear why we are, so that a positive signal can be sent to other pupils.

<b>Non verbal</b>	Smile, wink, nod, thumbs up
<b>Verbal</b>	Praise - quiet personal praise or public
<b>Other</b>	Roll of Honour certificates, Wigton Moor stars, merit stickers, house or team points, certificates, privileges

Examples of very good behaviour can be brought to our pupils' attention in assemblies. There should be an appropriate balance between praise/rewards and punishments. As a rule of thumb, we should try to praise pupils at least three times as often as we censure them. There should be flexibility shown in the use of rewards and punishments to take account of individual pupil circumstances.

Good behaviour and discipline require:

- positive relationships between pupils, staff and parents;
- clear, fair and consistently applied rules,
- an appropriate curriculum so pupils are interested, engaged and involved in what they are doing.

All staff will need to ensure that pupils are appropriately supervised in their classrooms, cloakrooms, when they are moving around school, when they are coming in from and going out to the playground and when they are visiting places outside school.

Helpers in school will receive guidance from teachers and in the 'Helping in school' leaflet about dealing with inappropriate behaviour by pupils.

## **Rules**

Our codes of conduct are based on the following principles:

- all members of the school community will have respect and consideration for other people, their possessions and their feelings;
- common sense;
- health and safety;
- respect for and careful use of equipment, the school building and environment;
- encouragement of independence and self-discipline.
- Courtesy to all members of the school community

All members of staff have a duty to make sure that our school and classroom rules are applied consistently. Class teachers and their pupils at the beginning of the school year will determine classroom rules. Where possible the rules will be worded positively and they will be displayed in the classroom.

The school's 'Home-School-Child Agreement' includes the school rules which are:

- I will be polite, kind and helpful to everyone in school;
- I will try to do my best, work hard and be helpful;
- I will allow other children to get on with their work;
- I will try to share and co-operate when working and playing with others;
- I will do as I am told by all the staff and show them respect;
- I will respect the views, feelings and property of the other children and adults who work or help in the school;
- I will not shout out, interrupt, answer back or swear;
- I will be friendly and will not fight or hurt anyone;
- I will take good care of equipment and help to keep the building clean and tidy;
- I will not run inside the building nor on the paths around school;
- I will move around school quietly;
- I will talk quietly when I am eating my dinner so the dining room does not get too noisy.

## **Behaviour and discipline problems**

Problems will always occur, however effective our behaviour and discipline policy proves to be. Problems are caused by pupils who forget the rules, by pupils who deliberately flaunt the rules, or by those who are learning and testing the boundaries of acceptable behaviour. In most instances unacceptable behaviour should be met with surprise and disappointment. Our disapproval should be made clear to the pupil promptly so that they know it will not be tolerated.

When dealing with problems we should:

- separate the pupil from the behaviour;
- avoid confrontation;
- be assertive;
- listen;
- establish the facts;
- find out if the pupil is aware that the behaviour is unacceptable;
- ascertain whether the pupil knows the effect the behaviour has on others;
- judge only when certain;
- encourage the pupil to think of, or offer alternative types of behaviour;
- use punishment sparingly - in very small steps;
- try to build redemption into any punishment;
- do not use whole class punishments and cancelling particular lessons such as physical education.

## **Sanctions and punishments**

In order to maintain a high standard of behaviour and discipline we need a system of sanctions and punishments. These will need to be applied fairly and consistently, take account of all circumstances including the pupil's age and match the misdemeanours. We should always ensure that we are targeting the right pupil(s).

There are preventative measures all staff can take. These are:

- ignore the pupil - praise the rest of the class - refer to positive behaviour;
- non verbal checking - eye contact/disapproving frown or shake of head;
- physical 'nearness' to the pupil;
- remind pupil of appropriate behaviour - preventative;
- verbal warning that a sanction/punishment will follow.

Pupils may lose their break-time if their behaviour or work is unacceptable. The pupil can be asked to continue working, complete the 4W sheets (these are in the appropriate section of the 'Pupil behaviour and discipline file' kept in the Headteacher's office) if necessary, or sit by him/herself. Punishments that are humiliating or degrading must not be used.

### **For the classroom:**

**Stage 1**      Inappropriate behaviour should warrant a warning.

- Stage 2** A system of ‘faces’ similar to traffic lights will be in operation in both Key Stages. All pupils’ names will be on a large smiley face on the board. A warning, results in a child’s name being moved to the next face and then the next; each warning resulting in the loss of five minutes of playtime or lunchtime. Class teachers decide whether the child stays in the classroom at lunchtime under teacher supervision, or sent outside at playtime to stand by the wall (KS2) or by the Reception window (KS1). If this does not work, move onto Stage 3.
- Stage 3** For persistent bad behaviour - the pupil is moved away from their group and not allowed to move about or talk to other pupils. This should be for a short period of time in the first instance. Other pupils must not talk to the pupil. The pupil should not be left unsupervised. Pupils should never be asked to stand or be left standing outside classrooms. The child’s name and misdemeanour will be noted on a record sheet by the class teacher. (see appendix **A**).
- Stage 4** If a child’s name is registered three times on the record sheet in a term, the teacher may then send the pupil to the Headteacher and a letter (see in appendix **B**) will be sent home to inform parents.
- Stage 5** The pupil’s behaviour will continue to be monitored. Should there be an improvement parents will be informed by letter (see appendix **C**). If the pupil’s behaviour does not improve, parents will be invited into school to discuss the matter (see appendix **D**). A copy of appendix **D** will be put in the appropriate section of the ‘Pupil behaviour and discipline file’ (kept in Headteacher’s office).
- Stage 6** If a pupil’s behaviour is causing concern or deteriorating rapidly and they are not responding to the normal disciplinary sanctions, a pastoral support programme (PSP) will be drawn up by the school. This will be agreed with the pupil’s parents and a representative from the LA. If it is felt appropriate, the pupil’s name will be placed on the special educational needs register at stage one.
- Stage 7** If a pupil is moved to school action plus on the special educational needs register because of their behaviour, the PSP will form part of the individual education plan (IEP)
- Stage 8** Fixed period exclusion - refer to the school’s policy on pupil exclusion.
- Stage 9** Permanent exclusion - refer to the school’s policy on pupil exclusion.

### **For the playground – playtimes and lunchtime**

- Stage 1** Warn the pupil of the consequences if they cannot behave appropriately.
- Stage 2** The pupil stays with the duty teacher or mid-day supervisor until it seems right to let the pupil try to play again. If it is felt that the pupil has been warned enough times before, and/or that this action is giving them attention for misbehaving, staff may invoke the stage three procedures.
- Stage 3** For a pupil who has been warned and spent time with a member of staff, or been involved in a more serious misdemeanour, isolate the pupil for all or part

of the play/lunch time. Stand the pupil by the building or wall and record the incident in the playground book.

#### **Stage 4**

For an incident deemed serious enough;-

- wilful physical assault of another child or teacher
- serious back chat or cheek
- destroying or damaging property
- repeatedly refusing to do as told
- fighting ( also see section regarding fighting)

the pupil will lose their play/lunch time and report to the Headteacher/Senior lunchtime supervisor who will record the incident in the playtime/lunchtime section of the Pupil behaviour and discipline file (kept in Headteacher's office). At this stage lunchtime incidents will be reported to parents as a warning of imminent fixed period exclusion from school at lunchtime (see appendix E). Refer to the school's policy on pupil exclusion.

#### **Stage 5**

If a pupil's name appears three times in the playtime/lunchtime book in a term the pupil will miss their playtimes for a week. A further incident at lunchtime after letter 'F' has been sent home will result in the pupil being excluded from school at lunchtimes for a week. Each day a pupil is excluded at lunchtime will count as a half school day. Parents and carers have the same right to be given information and to appeal as if it had been a fixed period exclusion for a morning or afternoon. Pupils who are entitled to a free school meal will be provided with a packed lunch. If it has been several weeks since the previous lunchtime incident(s) a warning letter will be issued again. Stage 5 action will be logged in the appropriate section of the 'Pupil behaviour and discipline' file.

#### **Fights**

Fights are quite difficult to deal with because they are usually 'Six of one and half a dozen of the other' and often between friends! They are frequently caused by retaliation and the situation is often compounded by what the hot headed child does afterwards (e.g. runs off, shouts at the person dealing with it, refuses to take sanction etc.) *We must stress to children that fighting is unacceptable behaviour, which will not be tolerated in school.* Staff must not confuse fights with the more serious acts of wilful physical assault of another child. Staff dealing with fights (usually on the playground) are asked to first separate the combatants and then try to establish the cause, and find out what happened by giving each child the opportunity to have their say and also speaking to witnesses e.g. Who cast the first physical blow? Why? A judgement can then be made about the punishment – if the children show remorse, are willing to resolve it themselves, accept they have done wrong, take equal blame and shake hands, the punishment may just need to be a cooling off period of 'time out'. The fight must be reported to the class teacher. Any more serious fights must also be reported to the Headteacher, who will deal with them at Stage 4 ie. inform parents by letter. For more violent fights, parents will be contacted to discuss what happened. If there is not time to carry out an investigation e.g. it happens as the bell goes, it should be passed on to a member of LT.

#### **Other serious incidents:**

Other serious incidents such as racism, inappropriate use of language e.g. swearing, bullying, stealing, abuse to teachers or adults connected to school etc. must be referred straight to the headteacher or other member of the LT. Action will be taken at Stage 4/5. (See also Anti-Bullying and Racial Equality Policies)

## **Inappropriate Behaviour in the Foundation Stage:**

Biting: This usually occurs in Reception as children are becoming used to the routines of school and sharing etc. No tolerance is shown to biting. Parents must be contacted and the child sent straight to a member of the LT (usually the Headteacher).

However, most inappropriate behaviour by children aged 4 and 5 can usually be 'nipped in the bud' early by communication between teachers and parents at the beginning and end of the school day. It is expected that any intervention will be 'light touch' and strategies will be put in place to encourage the child to conform to behaviour expectations. A child will be given a short 'time out' on the 'quiet cushion' if disruptive or showing inappropriate behaviour in the classroom to reflect on behaviour. We do not expect children in Reception to be placed on the 'Stages of Discipline' outlined earlier in this document. We must, at all costs, avoid 'labelling' young children and creating a self fulfilling prophecy.

## **Pastoral Support Programmes (PSP)**

A pastoral support programme is a school-based plan to help pupils improve their behaviour. A PSP will identify precise and realistic behavioural outcomes for a pupil to work towards. A PSP will be drawn up by the school and agreed with the parents and a representative from the LA. A nominated staff member will oversee the implementation of the PSP. In most instances this will be the class teacher.

A PSP should not be used to replace the special educational needs assessment process. IEP.s for pupils with behaviour problems can incorporate appropriate strategies to meet their needs. There will be some pupils, however, who need a PSP but do not have particular special educational needs. The school will need to keep parents regularly informed about their child's progress. The LA will offer advice and support if appropriate in implementing the PSP

## **Lunchtimes**

Our lunchtime staff have the right to expect and receive the same level of good behaviour, including respect and obedience that other adults in school receive from pupils. Where difficulties occur, midday supervisors should follow the procedures outlined in the sanctions and punishments section of this policy statement. More serious or persistent transgressions will be reported to the senior midday supervisor and class teachers at the end of lunchtime, for further action. Behaviour which might warrant reporting to the class teacher will include persistent disobedience, fighting or bullying and the use of foul or abusive language.

When dealing with a pupil who has misbehaved, midday supervisors should:

- draw the pupil to one side;
- speak quietly but firmly;
- **never** pull, push or poke the pupil;
- tell the pupil what they have found unacceptable;
- tell the pupil that if these actions are repeated there will be consequences (see stages 3,4,5)

## **Bullying - this policy is congruent with the Anti-Bullying and Racial Equality Policies**

### **Using force to control or restrain pupils**

These guidelines are based on the D.f.E. Advice July 2014 'Use of Reasonable Force'. (See also Care and Control Policy).

There is a wide variety of situations in which reasonable force might be appropriate, or necessary, to control or restrain a pupil. They fall into five categories:

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

Before intervening physically a teacher should, wherever practicable, tell the pupil who is misbehaving to stop, and what will happen if he or she does not. It should be made clear to pupils that physical control or restraint will stop as soon as it ceases to be necessary. Sometimes help may be needed. In these circumstances the teacher should remove other pupils who might be at risk, and summon assistance from their colleagues, or where necessary phone the Police.

### **Reasonable force**

The degree of force needed to control the behaviour should be the minimum required and should be applied in a manner that attempts to reduce, rather than provoke aggressive action. Physical force cannot be justified to prevent a pupil from committing a trivial misdemeanour, or in a situation that clearly could be resolved without force.

### **Application of force**

Physical intervention can take several forms. It might involve staff:

- physically interposing between pupils;
- blocking a pupil's path;
- holding;
- leading a pupil by the hand or arm;
- shepherding a pupil away by placing a hand in the centre of the back;
- in extreme circumstances using more restrictive holds.

In exceptional circumstances where there is an immediate risk of injury, a member of staff may need to take any necessary action that is consistent with the use of 'reasonable force': for example, to prevent a young pupil running off a pavement onto a busy road, or to prevent a pupil hitting someone, or throwing something. Staff should always avoid touching or holding a pupil in a way that might be considered indecent.

It is important that a record is made where physical force has been used with a pupil. The 'Pupil behaviour and discipline file' that is kept in the Headteacher's office contains a section for this purpose. The record should be completed as soon as possible. Staff may find it helpful to seek advice from a senior colleague or a representative of their professional association when compiling a report. They should also keep a copy of the report. Parents will be informed of an incident involving their child when force has been used by a member of staff. The report should be completed on the same day as the incident. In the case of certain identified children, verbal and written agreement is required and this should be obtained by the class teacher using a proforma (see appendix G).

## **CONCLUSION**

This pupil behaviour and discipline policy aims to encourage good behaviour and to develop self-discipline amongst our pupils. The guidelines and progressive range of punishments and sanctions, which can be invoked if the need arises, should ensure that all staff are consistent in their expectations and when dealing with pupils who have misbehaved. The staff and governors of the school will work in partnership with parents and other agencies, if appropriate, to encourage high standards of conduct, discipline and achievement. Incidents of bad behaviour are monitored weekly by the Headteacher and Deputy Headteacher who will then, decide on the next steps for any child whose deterioration of behaviour is causing concern.

This policy will be evaluated by parents, governors and staff on a bi- annual basis.

**Updated:                    January 2017**  
**To be reviewed:        January 2019**

Appendix A.

**BEHAVIOUR AND DISCIPLINE CLASSROOM RECORD**

This record sheet should be used for incidents that relate to stage 3 in the sanctions and punishments for the classroom section of the school's behaviour and discipline policy.

<b>Pupil's name :</b>	<b>Date :</b> .....
<b>Incident/Issue</b>	
	<b>Teacher:</b> .....

<b>Pupil's name :</b>	<b>Date :</b> .....
<b>Incident/Issue</b>	
	<b>Teacher:</b> .....

<b>Pupil's name :</b>	<b>Date :</b> .....
<b>Incident/Issue</b>	
	<b>Teacher:</b> .....