



# John Wycliffe Primary School

Policy:	BEHAVIOUR AND DISCIPLINE POLICY
Date Agreed:	January 2015
Term/Year to be reviewed:	January 2017
Sub-Committee to review:	LEADERSHIP & MANAGEMENT TEAM

## **Moral Purpose**

At John Wycliffe we are committed to providing a high quality, inclusive educational experience in a caring environment. Our core purpose is to provide personalised support to pupils in order that they develop as individuals and make optimum progress. We actively encourage pupils to have a sense of responsibility and respect for others. We aim to develop pupils' positive attitudes towards each other, families, the community and society.

We aim, at all times, to be positive in our treatment of pupils and to use positive reinforcement to encourage and reward good behaviour. Our priority is to develop positive attitudes to learning and ensure this is shown through positive working relationships with each other, teachers and other adults. This is the ongoing responsibility of us all.

## **Key Processes**

We aim to achieve this through:

- Department of Education, Behaviour and Discipline in schools, January 2015.
- Providing a clear educational ethos which is shared by all members of staff
- Having clear guidelines for, and high expectations of, acceptable behaviour
- Providing a positive system of rewards and privileges which are valued by all pupils
- Having a system of sanctions which is seen to be firm, fair and consistent
- Establishing close partnerships and effective communication with parents and carers

## **Key Structures**

In school:

- Individual school's behaviour management strategies
- Extended Services, including Family Learning and LASA Outreach
- School Nurse
- Compilation and updating of Vulnerable Lists

## **External Agencies**

- Specialist Teaching Services
- Specialist Agencies e.g. Educational Psychology service, CAMHS, Autism Outreach, Social care and voluntary agencies such as Barnardos and independent counsellors etc.
- Multi Agency Meetings

## **Code of Conduct**

This Code of Conduct was developed by staff and pupils. The overriding principle of the Code of Conduct is: that everyone acts with respect towards each other at all times; that the school

community works towards understanding and accepting individual and community differences and values these differences between people.

The Code of Conduct can be summarised as follows:

- Take care of yourself, others and the school.
- Be prepared to learn; aim to take part in class and make a positive contribution to school life
- Be prepared for school by being properly dressed and equipped for the day
- Listen to, and follow instructions of all members of all adults in school.
- Move around the school quietly and safely

### **Behaviour for Learning**

The primary aim of the Behaviour and Discipline policy is to outline a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective, respectful and considerate way.

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible, increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

### **Rewards and Sanctions**

To ensure we achieve these aims we have implemented a new rewards scheme called 'Wycks'. The children will have the opportunity to earn Wycks through positive contributions to the school and hard work creating an understanding of a responsible citizen. We hope that this will ensure an understanding of economic well being amongst the children as well as a respect for themselves and the school community. At the end of each term the children will be able to exchange their Wycks for different rewards depending on how many Wycks they have collected over the term.

#### **How can children earn Wycks?**

Activities	Number of Wycks
Coming to school and working hard all day	1 Wyck per day
Being a good citizen - helpful actions, looking after equipment, keeping the school tidy.	1 Wyck to be given by adult when they have witnessed the action.
Homework completed and handed in on time.	1 Wyck per literacy/Maths Homework completed.
Jobs - School council, Healthy Schools, ECO, Peer Mentors, Super leaders, Red caps etc.	1 Wyck per meeting/day
Representing the school in a wider role	1 Wyck per occasions

As there may be greater opportunities to earn Wycks as the children get older, the thresholds will be differentiated across each phase.

Alongside Wycks we will continue to praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children;
- Stickers are distributed to children either for good work or behaviour;
- Teachers in Key Stage 1 give stars for good work. Stars are to be placed on a star card. When the card is completed it is awarded in assembly.
- Each week we nominate children from each class for a 'Smart Award', 'Act of Random Kindness' and 'Phone Home Friday' to acknowledge outstanding effort or acts of kindness in school.
- Some classes award 'worker of the week' certificates or person of the day award.
- Classes may work towards a collective reward such as star cards or marble jars, earning extra playtimes, PE lessons, fun time, etc. This is to encourage a team approach and accountability. These activities will be half termly and no longer than 20 minutes.

**Sanctions / Consequences** for not following rules are:

1. Nonverbal warning
2. Warning. *A chance for the child to choose to follow the instructions and rules, without further reprisal.* In KS1 children will move their peg from the smiley face to the Warning but they will have the chance to earn it back.
3. In Year 5/6, children will lose some of their break time after receiving 2 warnings. In Year 3/4, children will lose 5 minutes of Friday break time but they will have the chance to earn it back. In KS1 children will move their peg from the Warning to the sad face but they will have the chance to earn it back. This will be monitored by the class teacher in their behaviour log.
4. Two minutes away from the class group.
5. 15 minutes in paired classroom with work to do
6. Sent to Headteacher
7. Letter home to parents. Contribution from the child, signed by the headteacher and teacher, and a slip for parents to return.
8. Parents called into school. Meet with the teacher and/or headteacher to discuss ways to help the child choose more appropriate behaviour.

Teachers will keep a record of the rewards and sanctions given to each child.

**Paired Classrooms**

Mrs Beck/Mrs Miles Yr1	Mrs Njoroje Yr6
Mrs Horton Yr2	Miss Chapman Yr5
Mrs Dunphy Yr 3/4	Mrs Perkowski Foundation Stage
Mrs Hodder Yr5/6	Miss Thompson Y3/4
Mr Christie Yr 3/4	Mrs Hodgson Yr2

**Restorative Justice**

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation although we endeavour to ensure that there is a consistent approach to ensure fair treatment of every child. Where appropriate we try to apply Restorative Justice allowing children to recognise

inappropriate behaviour and aiding them to find a solution that will support both themselves and those affected by the behaviour. These solutions may be outside of the sanctions listed above but instead respond to the individual needs of the situation and people involved. This supports the school's Code of Conduct and ethos of respect for one another.

### **Individual Needs**

We recognise that some pupils have difficulties which need to be recognised and taken into account when giving rewards and sanctions. We work closely with parents, the child and staff, and if necessary outside agencies to use things such as individual behaviour plans and/or home/school books and Pupil Passports for SEN children. We believe that every day should be treated as a new day so that each child can feel that they are able to have a fresh start.

### **Bullying**

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. (Please see the school's Anti-Bullying Policy). The school has worked hard to raise the profile of anti-bullying and this has been endorsed by the school's achievement of the Anti-Bullying Award in June 2014. The school is currently pursuing the E Safety Award which makes explicit reference to e safety and cyber bullying issues.

### **Use of Reasonable Force**

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE non-statutory guidance, The Use of Reasonable Force, July 2013. Teachers in our school do not hit, push or slap. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children due to be renewed in May 2015.

### **The Role of the Headteacher**

It is the responsibility of the Head teacher, referring to Ofsted 'The Framework for School Inspection', January 2015, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school. The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The headteacher keeps records of all reported serious incidents of misbehaviour.

The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

### **The role of the Behaviour Leader**

It is the responsibility of the Behaviour Leader to monitor all Behaviour Logs ensuring the policy is carried out consistently. They will coordinate the collection of Wycks supporting each Key Stage with organising rewards. The Behaviour Leader supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The

coordinator keeps records of all reported incidents of misbehaviour and reports to the Headteacher termly.

### **The role of the class teacher**

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time. The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. The class teacher shall treat each child fairly and will enforce the classroom code consistently. The teacher shall treat all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher will keep a record of all such incidents. In the first instance, the class teacher will deal with incidents themselves in the normal manner. However, if misbehaviour continues, the class teacher may seek help and advice from the parents, Behaviour Leader, Headteacher and SENCo. It may be necessary for the child to be put on an Individual Behaviour Plan, drawn up to support the child and to give a framework to achieve positive outcomes. If necessary the class teacher may need to liaise with external agencies to support and guide the child to achieve satisfactory outcomes.

The class teacher will report to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

### **The Role of Support Staff**

It is the responsibility of the support staff to implement the school's behaviour policy under the direction of the class teacher. The support staff will treat each child fairly, with respect and understanding and enforce the classroom code consistently.

We also keep a record of any serious incidents that occur at break or lunchtimes: lunchtime supervisors/class teachers/ support staff record details for the class teacher to deal with during the afternoon sessions.

### **The Role of parents**

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We explain the school rules in the school prospectus, and we expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher and finally the chair of governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## **The Role of Governors**

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the headteacher in carrying out these guidelines.

The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but the Chair of Governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

## **Fixed-term and permanent exclusions**

Only the Head teacher has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the headteacher excludes a pupil, they will inform the parents immediately, giving reasons for the exclusion. At the same time, the headteacher will make it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school will inform the parents how to make any such appeal. The headteacher will inform the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling. A parent/carer can challenge fixed period exclusions if a pupil has been excluded for more than 5 school days in a term or an exclusion will mean they will miss a public exam or national curriculum test. For exclusions of 5 school days or less, parents can ask the governing body to consider their views (see DfE, School Discipline and Exclusions, November 2014 at <https://www.gov.uk/school-discipline-exclusions/exclusions> for all guidance).

## **Monitoring**

The Headteacher monitors the effectiveness of this policy on a regular basis through daily Learning Walks to check on behaviour management, lesson observations, meetings with Senior Leaders on a weekly basis and at staff meetings when appropriate and pertinent. The HT also reports to the Governing Body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records both serious and minor classroom incidents in behaviour logs which are monitored by the Behaviour Leader. The headteacher records those incidents where a child is sent to them on account of bad behaviour. We also keep a record of any serious incidents that occur at break or lunchtimes: lunchtime supervisors record details for the class teacher to deal with during the afternoon sessions.

The headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded. It is the responsibility of the Governing Body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

### **Review**

The Leadership and Management Team reviews this policy every two years. The policy may be reviewed earlier if the government introduces new regulations, or if the school receives recommendations on how the policy might be improved.

Reviewed May 2007

Reviewed Autumn term 2008

Reviewed September 2009 to incorporate LASA policy details

Reviewed January 2011 to incorporate Wycks Reward Scheme

Reviewed September 2012

Reviewed January 2015

### **Links with other Policies**

Anti Bullying Policy

SEN Policy

Inclusion Policy

Equal Opportunity: Race and Gender Policy

PSHE Policy

Drugs Policy

Sex and Relationships Education Policy

Restraint Policy

**My Incident Record**

What I did.

What caused it?

What I should have done.

How I feel.

How others feel.

What I will do next.

Name:

Date:





**Record of Inappropriate Behaviour**

Name/s of child/ren involved	
Person/s reporting incident:	
Date of incident:	
What happened:	
Action taken:	
Further action to be taken:	
Signed:	Date:



## ADDENDUM

### **Anti-Bullying Policy**

Was placed at the back of the Behaviour Policy - as addendum together with Restraint Policy by C&S Governors.  
Now removed and separate policy as part of Anti-bullying award.

## Policy on the Use of Force and Restraint

Date reviewed: Autumn 2011

Date to be reviewed: Autumn 2012

### Legal Framework

Section 93 of the Education and Inspections Act 2006 and 2011 White paper enable school staff to use such force as is reasonable to prevent a pupil from, doing or continuing to do any of the following;

Committing an offence; causing personal injury to, or damage to the property of, any person (including the pupil themselves); or engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among its pupils, whether during a teaching session or otherwise. (Examples listed in appendix 1)

The staff to whom this power applies are any teacher who works in the school and any other person whom the head has authorised to have control or charge of pupils.

### What does it mean to restrain a child?

Physical restraint is the positive application of force with the intention of protecting the child from harming themselves or others or seriously damaging property. The proper use of physical restraint requires skill and judgement, as well as knowledge of non-harmful methods of restraining.

Physical restraint should avert danger by preventing or deflecting a child's action or perhaps by removing a physical object, which could be used to harm themselves or others. It is only likely to be needed if a child appears to be unable to exercise self-control of emotions and behaviour.

Types of force or restraint may include blocking a student's path; leading a pupil by the hand or arm; ushering a pupil away using a hand in the small of the back or in more extreme circumstances, using restraining force.

All staff have the right to stop and search a child's belongings if they believe that they may be carrying a weapon/weapon like object.

### Staff Training

Restraint training is not compulsory but in the interest of good practice there are several members of staff trained to use restraint using the TEAMTEACH model (these are listed in both the staff room and office). These members of staff if available should lead and organise any restraint procedure. Other members of staff can restrain pupils in such cases as described above and, in best cases, with the support of another member of staff. They should also send for a TEAM TEACH member of staff to release them so that they can debrief from the situation. Whenever restraint has been used a positive handling form should be completed and the head teacher should be informed or the Assistant Head if the head is unavailable.

## Minimising the Need to Use Force

John Wycliffe Primary School encourages a responsible approach to behaviour from all pupils. The school promotes good behaviour via its behaviour policy and by teaching PSHE to encourage children to think about their behaviour and feelings. Adults will only use force when the risks involved in doing so are outweighed by not doing so.

## Risk Assessment

Although most young people in John Wycliffe Primary will never require any form of physical restraint, staff may have to deal with some young people who exhibit disturbed, distressed and distressing behaviour.

### Individual Risk Assessment

If we become aware that a pupil is likely to behave in a disruptive way that may require the use of reasonable force, it is our intention to plan how to respond if the situation arises. Such planning needs to address:

- Managing the pupil (e.g. reactive strategies to de-escalate a conflict, holds to be used if necessary);
- Involving the parents to ensure that they are clear about the specific action the school might need to take;
- Briefing staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance);
- Ensuring that additional support can be summoned if appropriate.
- Individual Risk Assessment to be completed.

## Procedures

In the event of physical restraint having been used it is important to consider the strategies which are deemed acceptable, and the recording procedures that should be in place.

### Suggested Steps Should Force be Needed

- Tell the pupil who is misbehaving to stop and state possible consequences of failure to do so;
- Remove any other children from the situation; other examples are included in appendix 2
- If possible summon another adult;
- Continue to communicate with the pupil throughout the incident;
- Make it clear that restraint will be removed as soon as it ceases to be necessary;
- Appropriate follow-up action should be taken, which may include;
- Providing medical support;
- Providing respite for those involved.

## Recording

Staff should record all incidents of restraint in accordance with School Policy and report these to the Headteacher.

Details should include:

- Name of pupil(s)
- Staff member(s) involved
- Factors necessitating physical intervention
- The strategies which were employed prior to using physical intervention
- How physical intervention was effected
- Outcome of restraint
- Any other action taken in the management of the incident
- Sign and date

Parents/carers should be contacted as soon as possible and the incident explained to them. This action should also be recorded.

## Reporting of Incidents

The school will keep a log of incidents where restraint or force has been used. Parents will be informed as soon as practical after any incident has occurred. If felt necessary, the Local Authority may be informed too.

## Complaints

We all have a duty of care to the young people in our school and cannot avoid our legal responsibilities by not taking appropriate and necessary action. Involving parents when an incident occurs with their child, together with a clear policy adhered to by the staff, will help to avoid complaints from parents.

Staff, subjected to physical violence or assault, have the right to be supported in making a formal complaint to the police and, if necessary, taking private action against an assailant.

It is our intention to inform all staff, pupils, parents and governors about these procedures and the context in which they apply.

We will review this policy on a yearly basis.

## Statement for Parents

In keeping with our home/school partnership, we will inform all parents/carers of our policy on Physical Restraint. The statement will be included in the school prospectus and on the web.

The statement will outline:

- When staff are authorised to use reasonable physical intervention.
- What steps will be taken after an incident has been dealt with.

- The responsibilities of staff, pupils and parents/carers in resolving situations.

## Appendix 1

When might it be appropriate to use reasonable force?

Examples of situations that fall into one of the first two categories are:

- a pupil attacks a member of staff, or another pupil;
- pupils fighting;
- a pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials, substances or objects;
- a pupil is running in a corridor or on a stairway in a way in which he/she might have or cause an accident likely to injure her/himself or others;
- a pupil absconds from a class or tries to leave school (NB this will only apply if a pupil could be at risk if not kept in the classroom or at school).

Examples of situations that fall into the third category are:

- a pupil persistently refuses to obey an order to leave a classroom.
- a pupil is behaving in such a way that is seriously disrupting a lesson.

## Appendix 2

All teachers need to be aware of strategies and techniques for dealing with difficult pupils and steps which they can take to defuse and calm a situation.

- Move calmly and confidently.
- Make simple, clear statements.
- Intervene early.
- Try to maintain eye contact.
- If necessary summon help before the problem escalates.
- Remove audience from the immediate location.

In those circumstances where the member of staff has decided that it is not appropriate to restrain the pupil without help they should:

- Remove other pupils who might be at risk,
- summon assistance from colleagues,
- where necessary, telephone the police,
- inform the pupil(s) that help will be arriving,
- until assistance arrives, the member of staff should continue to attempt to defuse the situation orally, and try to prevent the incident from escalating.

**The Use of Force to Control or Restrain Pupils**

<b>Details of pupil/s on whom force was used by a member of staff (name, class):</b>	
<b>Date, time and location of incident:</b>	
<b>Names of staff involved (directly or as witness):</b>	
<b>Details of other pupils involved (directly or as witnesses) including whether any of the pupils involved were vulnerable for SEN, disability, medical or social reasons.</b>	
<b>Description of incident by staff involved including any attempts to de-escalate and warnings given that force might be used:</b>	
<b>Reason for using force and description of force used:</b>	
<b>Any injury suffered by staff or pupil/s and any first aid / medical attention required:</b>	
<b>Reason for making a record of the incident:</b>	
<b>Follow up including post-incident support and any disciplinary action against pupils:</b>	
<b>Any information about the incident shared with staff not involved in it or with external agencies:</b>	
<b>When and how those with parental responsibilities were informed about the incident and any views they have expressed:</b>	
<b>Has any complaint been lodged (details should not be recorded here):</b>	
<b>Report compiled by:</b> Name and role: Signature: Date:	<b>Report countersigned by:</b> Name and role: Signature: Date: