

Behaviour and Discipline Policy

Wootton Bassett Infants School

Please note: Covid-19 Addendum p. 11

Aims and expectations

It is a primary aim of our school that everyone feels valued and respected, and that each person is treated fairly. We are a caring community, whose values are built on mutual trust and respect for all.

The school behaviour policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. We apply this behaviour policy in a consistent way throughout the school community to encourage children to become positive, responsible and increasingly independent. When wrong behaviour choices are made, forgiveness and counselling are just as important to us as consequences.

We believe that in order to achieve the aims stated above, there must be a consistent approach to behaviour management throughout our School in relation to:

- Clear values and expectations
- Specified rewards and consequences
- Positive parental partnership
- Detailed procedures for playtimes and lunchtimes

We have a central role in our children's social and moral development as in their academic progress. As we measure academic achievement in terms of progress and development over time towards academic goals, we monitor standards of behaviour in terms of the children's developing ability to conform to our behavioural expectations. Children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting.

Whole School Values

At school we follow a list of simple values which help with children's behaviour choices. They are reinforced through assemblies, lunchtimes and when discussing behaviours.

- 1. We are kind**
- 2. We are gentle**
- 3. We respect and look after property**
- 4. We are honest**
- 5. We listen to each other**
- 6. We try our best**

7. We are proud of our achievements and of others

The class teacher discusses the school expectations with each class. In addition, each class will have its own classroom code, which is agreed by the children. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class.

Rewards

At the beginning of the academic year, each teacher and class devise a code of conduct in order to create an environment conducive to effective teaching and learning. These are reviewed and amended on a termly basis, or as and when required. This will also include discussion over rewards and sanctions systems.

We praise and reward children for good behaviour in a variety of ways.

We distribute rewards to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school. We do this in a variety of ways:

- Verbal praise
- Stickers
- Written praise as marking
- Class rewards which have an agreed progression of rewards
- Show other teachers or adults their work
- Displayed work
- Recognition in celebration assembly
- Extra responsibility around school
- Communication to parents

The school employs a number of consequences to encourage children to think about and improve their behaviour. We employ sanctions appropriately to each individual situation but try to apply them in a uniform and progressive way. This is clearly communicated to the children in the form of a behaviour/consequences chart, which is on display in each classroom (see examples in appendix 2):

In the event that a child's poor behaviour choices are recurrent or causing concern, the following steps may be taken:

- Partial loss of Break (Y2)
- Dated records of problems will be kept and parents informed
- Implement behaviour plan/risk assessment
- Involve outside agencies e.g. Behavioural Support or Educational Psychologist if necessary
- Continue parental involvement, wherever possible
- If necessary, temporarily exclude for a set number of days and inform the Chair of Governors

- Permanent exclusion in collaboration with the Governing Body, in line with most recent legislation

Certain kinds of serious behaviour incidents cannot be permitted within school for safety reasons and must be prevented immediately.

These include:

- Swearing and inappropriate language
- Prejudice incidents
- Bullying
- Fighting
- Kicking
- Spitting
- Pinching
- Inappropriate touch
- Biting
- Throwing things dangerously
- Leaving class or school without permission
- Refusal to co-operate with a member of staff

Our procedure for these behaviours must reflect their serious nature. All staff must record serious incidents.

- All incidents should be reported to a member of SLT/headteacher as appropriate. The senior member of staff will inform the headteacher.
- The senior member of staff will warn the child that the behaviour is not acceptable after the first incident and contact parents.
- Should a second incident occur the head teacher will counsel the child about their behaviour. Parents will be invited into school to discuss further behaviour modification programmes.
- If the behaviour continues to disrupt the class, the child will be removed to allow the class to function effectively and only return when they can be re-integrated without disruption.
- If the school with parent's support is unable to address the problem, outside agencies will be involved to offer support.
- If the behaviour continues to disrupt lessons or affect the safety of staff and pupils a fixed term exclusion will be considered. The LA and Governors will be informed.
- On the child's return to school, a Behavioural Contract will be drawn between the child, his/her class teacher, the parents, and the Head teacher. Pupil Support Services will be consulted for guidance.
- If necessary, this pattern of consequences may be repeated at any time or permanent exclusion may be considered.
- Exclusion will always be considered for assaults on staff.

Bullying

The school does not tolerate bullying of any kind. If 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. (See anti bullying policy for more information).

Prejudice Incidents

The school takes incidents of prejudice very seriously. Children are counselled as to the seriousness of their choice of language, and formal records are kept (appendix 3) to keep track of recurring incidents, which will be dealt with by the headteacher in line with the rest of this policy.

The role of the teacher

It is the responsibility of the teacher to ensure that the school expectations underpin behaviour in their class.

If a child misbehaves repeatedly in class, the teacher seeks help and advice from senior staff and the headteacher. For serious incidents, the teacher writes the incident on a behaviour form (appendix 4) which is kept in the headteacher's office. The headteacher should be informed immediately.

The teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The teacher may, for example, discuss the needs of a child with the education social worker or LA behaviour support service.

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

The role of the headteacher

It is the responsibility of the headteacher 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 parents

The school will make every effort to work collaboratively with parents to encourage consistent messages about how to behave at school. We inform parents immediately if we have concerns about their child's welfare or behaviour. A copy of this policy can be found on our website, along with regularly used documents in the appendix.

If the school has to use reasonable consequences with 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 a senior member of staff, the headteacher or school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of governors

The governing body must also make, and periodically review, a written statement of principles to help the headteacher determine the measures that make up the school's behaviour policy. This duty cannot be delegated. The governing body must consult the headteacher, other appropriate members of staff, parents and all registered pupils before making or changing this statement of principles.

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

Lunchtimes

At lunchtimes, MDSAs are responsible for good behaviour in our school. Any child who behaves inappropriately will be brought into school to a member of the Senior Leadership Team. Class Teachers will be informed. All serious incidents must be recorded on a behaviour form and brought to the headteacher's office.

Fixed term and permanent exclusions

Only the headteacher (or the acting headteacher) 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. Details of any exclusion are included in the Exclusions file and copied to the personal file of the individual child.

If the headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The headteacher informs 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.

Use of Reasonable Force

We have a 'no contact' policy when dealing with behavioural incidents at school. However, in line with DfE guidance January 2016, members of staff have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Monitoring

The headteacher monitors the effectiveness of this policy formatively and reports to the governing body (through the Headteachers Report) on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body has monitoring responsibility for behaviour and discipline.

Related Policies

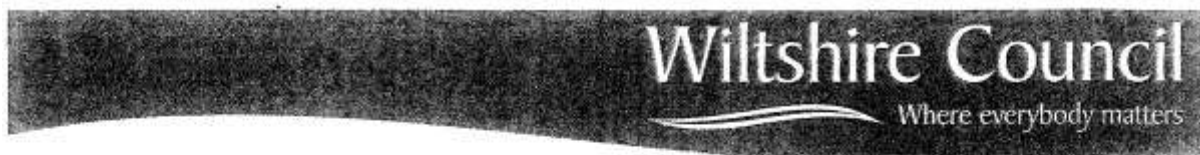
This policy is to be read in conjunction with the Anti-Bullying Policy.

APPENDIX 1 - Our School Values

- 1. We are kind**
- 2. We are gentle**
- 3. We respect and look after property**
- 4. We are honest**
- 5. We listen to each other**
- 6. We try our best**
- 7. We are proud of our achievements and of others**

Appendix 2

Examples of class rules from across the school.



Form P1

Report of a Prejudice-related¹ Incident in School

Report from: _____ School: _____
 Date of incident: _____ Time of incident: _____
 Nature of prejudice (sex, disability, sexual orientation, religion/belief, gender identity, other): _____
 Ethnic origin² of victim - (state whether pupil or member of staff): _____
 Ethnic origin of perpetrator: _____
 Indicate type of incident – please tick:

Physical assault	Provocative behaviour	Verbal abuse or threats	Damage to the person's property
Derogatory name calling	Prejudice-related materials	Prejudice-related ridicule	Inappropriate form of address
Refusal to co-operate	Attempts to recruit to prejudice-related organisations	Prejudice-related comments in lessons	Other-please specify below

Description of incident/follow-up/resolution (continue on back of page if necessary):

Action taken:

Have you had contact with the victim's parent/carer (if a pupil)? no/yes

Have you had contact with the perpetrator's parent/carer? no/yes

Have you reported this incident to any other agencies? no/yes

If 'yes' which agencies _____

Signed Designation

¹ Please use form R1 if the incident is related to racism (this will help you with your annual racist incident return to the LA)

² Ethnicity refers to country of origin, culture, religion etc. Ethnicity is a term that is flexible and individuals can self define. English Gypsy Travellers and Irish Travellers are separate ethnic groups.

APPENDIX 4 – Behaviour Incident Report

Wootton Bassett Infants School				
Child Behaviour Incident Report				
Name(s):		Class:		
Date:		Time:		
<i>Place where inappropriate behaviour took place (please tick).</i>				
Classroom	PE Lesson	Playtime	Lunchtime	Other (please state)
Reason for referral: <input type="checkbox"/> Late <input type="checkbox"/> Out of lesson <input type="checkbox"/> Disruptive <input type="checkbox"/> Hitting/kicking etc <input type="checkbox"/> Unacceptable Language <input type="checkbox"/> Not following instructions <input type="checkbox"/> Out of seat <input type="checkbox"/> Uniform/Jewellery <input type="checkbox"/> Inappropriate behaviour around school <input type="checkbox"/> Excessive talking <input type="checkbox"/> Not work completed / standard <input type="checkbox"/> Other - please state _____ <input type="checkbox"/> Bullying <input type="checkbox"/> Racism <input type="checkbox"/> Homophobia <i>Please also complete prejudice incident form and log</i>				
<i>Please give an account of the inappropriate behaviour (continue overleaf if necessary). Please attach any witness statements.</i>				
Action(s) taken: <input type="checkbox"/> Dialogue with Pupil <input type="checkbox"/> Other and/ or additional actions (please add detail) <input type="checkbox"/> Lost play time <input type="checkbox"/> Monitoring <input type="checkbox"/> Behaviour support plan <input type="checkbox"/> Referral to SENCo <input type="checkbox"/> Time Out (please give details) <input type="checkbox"/> Internal exclusion: AM/PM/All Day <input type="checkbox"/> External exclusion: ($\frac{1}{2}$ 1 2 3 ____ days)				
Class teacher informed?		Leadership informed?	Parents informed?	
Name of person:		Job Title:		
Signature:		Date:		

Covid-19 Addendum

Parents and carers must not send their children to school with any symptoms of illness, however mild, including fever, diarrhoea, nausea, sore throat, cough, loss of smell/taste, rashes etc. The school reserves the right to refuse entry to any student where there are legitimate concerns regarding the health of a student. It will be the parent's responsibility to collect the child within a 30-minute period where the child becomes unwell or appears unwell.

We recognise that following rules is a learnt skill which children need to be systematically taught and revised frequently. To reduce the risk of spreading the coronavirus and to keep children and staff safe we are adapting some of our rules. These are detailed below.

Behaviour and Discipline

Our aim is to provide a safe learning environment for pupils and staff during the Covid-19 pandemic

We wish pupils to understand the importance of keeping themselves, their peers, staff and their families safe

We believe that pupils respond best in an environment where they understand the rules and staff explain new routines explicitly

School Rules

We have therefore adapted our school rules to support us with new routines and behaviour expectations during the pandemic.

Expected School Rules during the school opening during the Covid 19 Pandemic

In class		Around the school
<p>We follow adult direction We take off face masks before we enter school We wash our hands before entering school, after playtime, before eating and before we go home We use hand sanitizer or wash our hands with soap and water in the classroom whenever the adult asks We keep our hands away from our mouth We use a tissue or an elbow to cover our mouths when we cough or sneeze Tissues go in the bin immediately (catch it, bin it, kill it)</p>	<p>Link to the School Values Appendix 1</p> <p>We are kind We are gentle We respect and look after property We are honest We listen to each other We try our best We are proud of our achievements and of others</p>	<p>We follow adult direction We keep our hands and feet to ourselves We line up keeping a safe distance from our classmates We only use the equipment that has been provided outside the classroom We use equipment safely We move calmly around the school with an adult</p>
<p>We speak kindly and respectfully to each other We listen to the teacher and follow instructions We use good manners We are honest</p>		<p>We do not push or pull We are kind in the playground We talk to each other and try to work problems out</p>
<p>We do not move around the classroom without permission from the adult</p>		<p>We move around the school carefully and considerately</p>

<p>We keep a distance from others when we line up in the classroom</p> <p>We sit at our own desks</p> <p>We never leave the classroom without permission</p>		<p>We remain in our allocated playground (we cannot move between playgrounds)</p> <p>We play non-contact games within our bubble</p>
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Helping children to behave well

Staff are explicit about what good behaviour looks like when pupils return to school and consistently throughout the day through teaching new routines for:

Arriving in the morning
Lining up
Travelling through the school building
Taking the register
Working in class
Asking to speak
Leaving to go to the toilet
What to do if you feel unwell
Starting the lesson
Carpet time
Lunch time
Break time
Entering the classroom
Exiting the classroom
Leaving at the end of the day
Waiting for parents to collect
Fire Drills

Teachers will explicitly teach the behaviours they want to see and the new routines that will support this. This will require practice and rehearsal of new skills and visual stimuli which will be reinforced and referred to regularly to reinforce expected behaviours in a positive way.

Students will be explicitly told the consequences for behaviour that threatens the safety of others such as malicious or deliberate acts of transmission (e.g spitting or coughing.)

Students who usually leave the classroom in order to regulate their emotions and behaviour will be explicitly told that this may no longer be possible; alternative strategies such as using a calm down kit in the classroom, having a "safe space" and the option of time out will be provided for these children. Each of these children will be identified before they return to school; staff allocated to work with these children will call home and explain the new rules and routines. Staff will talk to the child and parent directly about

how to support their transition back to school and what strategies have been put in place in the classrooms.

Inclusion

Some pupils may require special adaptations to their classroom and outdoor environments in order to fully include and support them in school.

It can be helpful for staff to explain any reasonable adjustments that have been made to other pupils in the class so they understand the reasons for different behaviour expectations when appropriate.

Restrictive Physical Intervention

In the rare circumstance where we would use a Restrictive Physical Intervention (RPI) to hold your child to ensure that they remain safe. Following the incident an exclusion may be used in order to plan, consult relevant agencies and professionals in order to make future provision to prevent the situation from reoccurring.

The parent of the pupil involved must be contacted on the same day and an individual risk assessment for the pupil will be created outlining the risks this may pose for pupils and staff.

Communication with parents

If a child is presenting extremely challenging behaviour, we will recommend that external assistance is sought to support them or parents work with the school to find a solution. An individual risk assessment will be written, targets or a behaviour contract may be given and signed between home and school.