

BEHAVIOUR AND DISCIPLINE POLICY

for

WENTWORTH PRIMARY SCHOOL



Reviewed December 2022

Next Review: September 2024

Statement of Intent

At Wentworth, we are committed to ensuring that every member of the school is treated with respect, courtesy and consideration. Our three core school rules – be kind, be safe, be responsible - provide stability and consistent boundaries for the children which is why it is important that all members of staff follow them. If problems occur, they should be dealt with immediately to make sure conflict is avoided.

We aim to promote a calm, purposeful and happy atmosphere in our school and foster positive, caring attitudes towards everyone. As we strive for excellence, we value pupils' achievements at all levels. Through the use of restorative practices, we encourage increasing independence and self-discipline amongst our pupils so that each pupil learns to accept responsibility for their behaviour.

All staff, governors, pupils, parents and other visitors are expected to follow this policy. This policy applies to all aspects of the school day including after school clubs and school trips.

Expectations for Parents/Carers

- To work collaboratively with the school so that children receive consistent messages about how to behave at home and at school
- To support their child's learning and to co-operate with the school by supporting this policy
- If the school applies reasonable sanctions to punish poor behaviour, parents should support the actions of the school

If a parent has a concern about the way their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact a member of the Senior Leadership Team (SLT) or Head Teacher. If these discussions cannot resolve the issue, the parents should follow the school's complaints procedures.

Expectations for Pupils

- To follow the school rules – be kind, be safe, be responsible
- To follow individual classroom rules which are created with the pupils at the beginning of each school year and clearly displayed in the classroom

Wentworth Staff may also discipline for misbehaviour when the child is taking part in any school-organised or school-related activity. This could be:

- Travelling to and from school
- Wearing school uniform in a public place
- Being in some way identifiable as a pupil of the school

Rewards

At Wentworth, we understand that positive reinforcement creates the best learning environment for all children. A range of rewards is in place to encourage positive behaviour around the school including:

- Verbal praise and/or stickers from members of staff
- A class reward system using an online platform (class honeypots)
- Individual class rewards
- Special jobs and responsibilities such as being a helper or leading a line
- Star of the Week
- Postcards of Praise
- Citizen of the Term
- Certificates from the office staff and midday staff

Consequences

Children should not be able to disrupt the learning for the rest of the class. Any disruption is to be dealt with quickly and calmly and with minimal disturbance to the flow of the lesson.

The following is a hierarchy of consequences if a pupil challenges the classroom and school rules:

- Positive reinforcement
- Verbal warning and reminder of the rule they are challenging
- Second warning - lose a honeypot point
- Move to work alone in class
- Miss 5 minutes of playtime
- Walk with a teacher or a mid-day assistant during playtime
- Be sent to partner teacher
- Have to talk to a senior teacher about behaviour
- Talk to deputy head teacher
- Talk to the head teacher
- Teacher to inform parents/carers of behaviour

Severe misbehaviour, such as verbally abusing and hurting peers or adults, will lead immediately to meeting with parents. Any behaviour that requires parents to be informed will be reported to the head teacher using the school's behaviour form.

In the event of a pupil persistently breaching the rules, the following additional consequences may be used:

- Behaviour charts will be sent on a daily basis to inform parents/carers of the behaviour
- Increased staff ratio (e.g. one-to-one adult support)

- Changes to the school day
- Management of play times and lunch times
- Parents/carers may be asked to work with outside agencies to support their child's behaviour
- Parents/carers may be asked to agree the involvement of the Educational Psychologist for advice

School Clubs

We offer a wide range of clubs before, during and after the school day. The same high expectations of behaviour apply to clubs. In the instance of disruptive behaviour in a club, organisers will apply the following hierarchy of consequences:

- Verbal warning and reminder of the rule they are challenging
- Second verbal warning (reported to parents at the end of the session)
- Sit out of the activity for a set period of time
- Miss a session
- Lose their place in the club

A serious behaviour incident will result in an immediate missed session or loss of club place and parents will be contacted.

Reflect, Repair and Restore

As part of our restorative approach, we support pupils to develop the skills for conflict resolution. This involves time to reflect on the impact of their behaviour on others by exploring what happened, what people were thinking and feeling, who was affected and how the relationship can be repaired. This may involve using restorative questions:

- What would you like to happen next?
- How can you make things better for you and the others affected?
- If everything were going to be all right, what would need to happen?
- How can you help to put it right?

Where appropriate, pupils may be guided to make amends for their behaviour. This could involve:

- Completing the task they have disrupted at an appropriate time
- Assisting with repairs when they cause damage
- Helping to clear a mess they have made

Unacceptable Behaviour

We recognise that, despite all our efforts to maintain a positive atmosphere, some pupils may exhibit displays of unacceptable behaviour such as:

- Showing disrespect to peers or adults
- Verbal intimidation of peers or adults
- Misuse of property (either school property or another pupil's)
- The use of swear words or gestures

- Homophobic or racist language
- Sexualised language or gestures
- Physical attacks on other children or adults in school
- Disrupting the education of other pupils
- Endangering the health and safety of themselves or others by failing to comply with guidelines about how to move around the school (including at the swimming pool)

This list is not exhaustive.

Suspension and Exclusions

Only the Head Teacher (or the Acting Head Teacher) has the power to suspend or exclude a pupil from school. The Head Teacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed-term suspension into a permanent exclusion if the circumstances warrant this. This is in line with the guidelines set out by the Department for Education.

This action will only be taken in response to a serious breach or persistent breaches of the school behaviour policy, where allowing the pupil to remain in school would seriously harm the education of the pupil or others in school. Parents/carers will be informed immediately and given reasons for the suspension/exclusion. A letter will also be sent to the parents/carers on the day of the suspension detailing the reason and the length of time for the suspension. The letter will conclude by inviting the parents/carers to a reintegration meeting to discuss the issues and the return of their child to school. Information about the right to appeal a permanent exclusion will also be shared. The Head Teacher must also inform the Chair of Governors. In the absence of the Chair of Governors, the Vice Chair will be informed.

Serious behaviour incidents may lead to an immediate suspension or exclusion. The decision to exclude immediately may be made for the following reasons:

- Physical attack on another pupil, staff member or visitor to the school
- Deliberate and premeditated damage to school property
- Use of drugs within the school grounds
- Carrying a weapon
- Deliberate disruption in the classroom.
- Where other children are at immediate risk of abuse including child-on-child bullying

Once all the behaviour evidence has been collected and evaluated by the Head Teacher and it is felt that a child's behaviour warrants suspension, one of the following six levels will be undertaken:

- Internal suspension for a set period of time
- Half day suspension
- One day suspension
- Three day suspension
- One week suspension
- Three week suspension (A PSP Pastoral support programme will then be put into place)
- Permanent exclusion

If for any reason the Head Teacher is absent, the Deputy Head Teacher will follow the above procedure.

Damage to School Property

A voluntary contribution from the child/parent will be requested if a child has damaged school property or the property of a member of staff or pupil. This has been agreed by the Governing Body and parents are informed of this expectation in the section of the School Prospectus, which relates to parental contributions.

Use of Physical Contact including Restraint

There are occasions when staff will have cause to have physical contact with children for a variety of reasons. Please see our 'Restrictive Physical Intervention Policy' for more information.

Screening, searching and confiscation

The Head Teacher and staff authorised have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items or inappropriate content on a mobile phone. The items that can be searched for under this power are knives or weapons, fireworks, inappropriate images, phones, alcohol, illegal drugs and stolen items or any banned item under the school rules. During a search, there will always be two adults present.

If a pupil refuses to be screened, the school may refuse to have the pupil on the premises. Health and safety legislation requires a school to be managed in a way which does not expose pupils or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance. If a pupil fails to comply, and the school does not let the pupil in, the school has not excluded the pupil and the pupil's absence will be treated as unauthorised. The pupil must comply with the rules and attend.

This type of screening, without physical contact, is not subject to the same conditions that apply to the powers to search without consent.

School staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline.

Schools' Common Law Powers to search:

School staff can search pupils with their consent for any item that is banned by the school rules. During a search, there will always be two adults present. Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or drawer and for the pupil to agree verbally.

If a member of staff suspects a pupil has a dangerous item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag. A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stop any other unacceptable behaviour when instructed by a member of staff. In such circumstances, schools can apply an appropriate disciplinary penalty. Parents/carers will be called to give consent and come into school to support the teacher. A child can be sent home if necessary for the safety of others.

School staff here means a teacher or someone who has lawful control or charge of the child.

The ability to give consent may be influenced by the child's age or other factors. Where any article is thought to be a weapon, it must be passed to the police.

Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Inappropriate Language

There could be situations where children may react negatively or use language that is inappropriate and unacceptable including homophobic language, sexualised language or racist language. Children often repeat language used at home with little understanding of the true meaning. Whenever appropriate, we will make parents aware that we have a policy of welcoming and celebrating cultural differences and encourage them to respect this view.

Expectations for Governors

- The governing body has the responsibility for setting out the school's expectations regarding behaviour and bullying and reviewing this policy.
- The Chair of Governors is informed of each suspension or exclusion.

This policy should be read in conjunction with the Exclusion Policy, the Anti-Bullying Policy, the Single Equalities Policy, Keeping Children Safe in Education and the Child Protection Policy. This policy works in line with DfE Suspension guidance and The Equality Act.