

Metropolitan Borough of Calderdale

WITHINFIELDS PRIMARY SCHOOL *Learning together to make a better future*

BEHAVIOUR AND DISCIPLINE POLICY

March 2019
Reviewed March 2023

1. Introduction

This policy is a statement of the aims, principles and strategies for the management, improvement and consistency of Behaviour and Discipline throughout the school.

2. Rationale

The Staff at Withinfields Primary School believe that good discipline within school promotes a secure, calm and purposeful environment for learning. Children's education benefits from a clearly structured, consistent and fair approach to disruptive and unacceptable behaviour. Positive reinforcement of appropriate and good discipline leads to improvement in behaviour and increased self esteem.

Section 91 of the Education and Inspections Act 2006 introduced a statutory power for teachers and certain other school staff to discipline pupils. The key points from this statutory power are:

- Schools have a statutory power to discipline pupils for breaches of school rules, failure to follow instructions or other unacceptable conduct.
- All teachers and other staff in charge of pupils have the power to discipline.
- The headteacher may limit the power to apply particular sanctions to certain staff and/or extend the power to discipline to adult volunteers.

3. Objectives and Principles

The Policy aims to:

- Promote quality learning experiences
- Build an atmosphere of mutual respect and co-operation between all children, staff, parents, governors and the wider community
- Promote increased self-esteem as this affects all thinking and behaviour and impacts on learning and performance.
- Provide positive everyday experiences so that our children are more likely to reach their full potential
- Ensure that all children are treated fairly and consistently in school in terms of rewards and consequences

Withinfields Primary School believes that:

- Behaviour can change and that every child can be successful
- Praising and a system of rewards are more likely to change behaviour than blaming and punishing
- Using a positive system of rewards will increase childrens' self-esteem and thus help them to achieve more
- Children need to realise that their actions may result in consequences
- Using consequences consistently and fairly is important if they are to be effective
- Celebrating success helps children to achieve more
- Being aware of each child's needs and their individual circumstances helps us to act in the fairest way.
- The safety of other children and staff is paramount in our school
- Disruption to learning should be kept to a minimum while children acquire self-discipline
- Reinforcing good behaviour helps our children feel good about themselves
- Positive behaviour noticed is behaviour repeated.

This policy also links to the school's Anti-Bullying policy.

4. Approaches

4.1 Personnel involved in implementing this policy

All members of the school family are responsible for the good behaviour and discipline of our children. This includes, but is not restricted to staff, parents, carers, governors, outside agencies and the children themselves.

All members of paid staff in school are responsible for the implementation of this policy and the strategies of rewards and consequences described. Teaching students should also implement the policy when it has been fully discussed with them by the classteacher. Any other work experience students or volunteers should refer to the teaching staff when they witness children who they feel need rewards or sanctions.

The policy is incorporated into the school's induction procedures when it will be explained and a copy provided.

4.2 Systems for promoting positive behaviour and whole school consequences

Positive behaviour should be self-motivated and this is best encouraged through our rewards systems – Class Dojo points, stickers, verbal praise, written praise, a visit to the Headteacher and Good News Assembly.

4.3 Dojo System

Credits can be awarded by any member of staff to any child that is either demonstrating the school 'learning behaviours'. One dojo is given for each act or piece of work. These are recorded on the whiteboard and are not reset until the end of each half term when the child in each class with the most dojos for a particular behaviour will receive a certificate and their name will be placed on the board in the hall for the next half term. In addition to this as children receive a certain amount of dojos they will receive an award in Fridays celebration assembly.

Certificate	Number of credits	Prize
Bronze	60	Bronze pin badge
Silver	140	Silver pin badge
Gold	240	Gold pin badge
Platinum	360	Platinum wristband

4.4 Stickers

In addition to giving credits, each member of staff may provide rewards in recognition for positive behaviour in the form of stickers particularly the younger children. These are given as an instant reward for a particular act or attitude and can be given directly to the child or on the child's piece of work.

4.5 Verbal praise

Verbal praise is given to children in a variety of ways. This may be:

- on a 1:1 basis
- in front of the class/another class/school to encourage others to follow the role model

Praise is specific so that the child understands why they are receiving praise and is more likely to repeat the behaviour. All members of staff are responsible for giving praise for good behaviour particularly at lunchtimes, playtimes and while children are moving about school.

4.6 Written praise

The School's marking policy includes an expectation that children will be provided with positive feedback on a regular basis.

4.7 Visit the headteacher

If a child has demonstrated work or an attitude or behaviour of a particular high standard, they may be sent to the headteacher to share their success. They may be given a Headteacher's award sticker or other reward.

4.8 Good News Assembly

Each teacher should choose two child from their class to be congratulated in Good News Assembly through our Endeavour Awards. Class teachers should seek the co-operation of teaching assistants and mid-day supervisors in awarding children an Endeavour Award. Reasons for congratulating pupils which are more difficult to expand on / discuss should be kept to a minimum, e.g. *Worked hard this week*. Specific work or attitudes are more likely to encourage the child to repeat the same level of effort etc. Where possible, the teacher should bring work with them to share with those in the assembly if appropriate. Teachers should complete a record of children that have been given an Endeavour Award to ensure all children are congratulated throughout the year and also to aid report writing. Messages inviting parents to these assemblies should be sent as soon as the pupils have been identified.

4.9 Processes which teach Positive Behaviour

Good manners

Children should be taught to move around the school sensibly and quietly so as not to disturb others. Children must be taught to be polite at all times including the use of please and thank you, allowing adults to pass in corridors etc and holding doors for adults. Specific praise and rewards should be given to those children behaving well or displaying good manners to promote these behaviours to others. Staff should model the manners that are expected of the children.

Calm Club

Children who are struggling to manage their behaviour during lunchtimes may request or be given a pass to 'Calm Club'. This club is based upon restorative behaviour, and the children are encouraged to participate in calm activities' and have informal discussions with members of support staff about improving and managing behaviour.

4.10 Levels of Behaviour

Each class has a Behaviour for Learning file which is kept in the classroom and records children whose behaviour slips outside the behaviour expectations..

There are four different levels of behaviour, namely green, yellow, orange and red. All children aim to display 'green' behaviour.

A chart is displayed in each classroom which shows examples of yellow, orange and red behaviours and how these don't fit with the core values. Within the Behaviour for Learning file, the level of behaviour is listed and the consequences of this behaviour.

If children display 'yellow', 'orange' or 'red' behaviour, their behaviour is discussed with an adult and their name and the behaviour are listed in the Behaviour for Learning file.

All staff in school are able to add children in the Behaviour for Learning file. .

4.11 Room for Reflection

When a child is moved on to the yellow, orange or red levels on the Behaviour for Learning chart, they are expected to attend the Room for Reflection. This takes place in the classes at breaktime and Luxemburg at lunchtime. A member of staff will discuss with the child their behaviour and how they will improve their behaviour in order to avoid repetition of the inappropriate behaviour.

When a child has behaved in a way which contradicts our Core Values, they will be encouraged and expected to make amends in an appropriate manner. This may be through apologising face to face; writing a letter of apology; mending or replacing an item that has been damaged or lost; or another method agreed by the perpetrator, victim and mediator.

Records are kept electronically of the colours that children have been moved on to during the year. These are monitored by the Senior Leadership team.

4.12 Different Levels of Behaviour

Yellow Behaviours:

A positive reminder should be given to the children first in all instances

Yellow Behaviours	Fairness	Friendship	Happiness	Respect	Trust
Not sharing	X				
Interrupting others when they are speaking				X	
Running/Not moving around school sensibly				X	
Poor Attitude				X	
Not following instructions				X	
Disturbing others' learning	X				
Persistently not wearing school uniform				X	

Consequences:

These will occur every time a child is moved on to the yellow section of the rocket.

- o Miss first playtime in the 'Room for Reflection.'

Three instances of yellow behaviour in any consecutive 5 school days will result in the third instance becoming an orange behaviour (persistent yellow).

Orange Behaviours:

Orange Behaviours	Fairness	Friendship	Happiness	Respect	Trust
Being unkind verbally to others		X	X	X	
Being rude and disrespectful to others		X	X	X	
Provoking others	X	X		X	X
Being physical with others e.g. playing roughly		X	X		X
Persistently repeating yellow behaviour				X	X
Telling lies	X			X	X

Consequences:

- o Text message to be sent to parents to inform them of their child's behaviour. These should be sent via the school office by completing a slip.

- o Attend RfR during first playtime and then miss the first half of their lunchtime. Children will have their lunches separate from the rest of their year group.

Red Behaviours:

Red Behaviours	Fairness	Friendship	Happiness	Respect	Trust
Spitting	X	X	X	X	X
Swearing	X	X	X	X	X
Biting	X	X	X	X	X
Fighting	X	X	X	X	X
Hurting others	X	X	X	X	X
Damaging property	X	X	X	X	X
Being prejudiced	X	X	X	X	X
Stealing	X	X	X	X	X
Absconding	X		X	X	X

Consequences

- o Miss a full day of playtimes
- o A member of the SLT to contact parents by phone and discuss appropriate sanctions

When children are having their lunch separate to the rest of the school, they should collect their dinners at the end of service.

4.13 Serious breaches of the school rules and expectations

If an incident occurs which is a serious breach of the school's rules and expectations, the child should be referred to the headteacher or in the headteacher's absence, the deputy headteacher. A brief verbal account should be provided by the member of staff reporting the incident which should be followed by a recording on CPOMS.

The headteacher or deputy headteacher will issue a consequence which is reasonable and proportionate to the circumstances of the case. Consequences may involve:

- an individual plan with clear consequences;
- removal of playtimes or lunchtimes;
- removal of privileges;
- Internal isolation;
- withdrawal of access to the school IT system (if the pupil misuses it by, for example, accessing an inappropriate website);
- withdrawal from a particular lesson or year group;
- withholding participation in a school trip or event that is not an essential part of the curriculum;
- carrying out a useful task in school;
- confiscation of an item (see section below for guidelines);
- a fixed term suspension;
- permanent exclusion

Depending on the nature of the incident, parents may be contacted either by letter with a return slip, by telephone, by email, by text message or through direct contact by inviting them into school when they pick the child up or drop them off. When contact is to be made with parents, this should happen as soon as possible after the event.

4.14 Behaviour Difficulties

We recognise that some children may need more support than others to ensure that their behaviour meets the schools expectations. If children are found to be repeatedly displaying yellow, orange or red behaviours,, teachers are to consider whether they need further support with their behaviour and self-control. In this instance, the classteacher should refer the child into the SLT so that an individualised approach can be determined in consultation with the child themselves, all staff that work with the child, parents and the SLT. Where strategies or approaches are particularly successful, these may be added to a child's One Page Plan.

4.15 Nursery and Reception

Systems used in EYFS class will be appropriate to the age of the children and will promote positive behaviour while ensuring that children understand what is acceptable and unacceptable behaviour. The teachers and Class Assistants should be consistent in their approaches to Behaviour management. The Behaviour expectations and consequences can be amended to match the prevalent behaviour at that current time. Consequences are mainly focused on

immediate response and within the EYFS setting unless a more serious consequence is necessary.

4.16 Playtime/ Lunchtime Rules

The following rules were determined through consultation with staff and the school council.

- Children are not to climb on, stand on or walk on any wall in the playground
 - Children shouldn't play on the steps or ramp areas
 - When children are let out to play they should move into the designated playing areas
 - Children should not go on to the grass without an adult's permission
- If a child does not stick to these rules, the adult should warn the child and remind them of the rules. If they persist, the adult on duty should place them on yellow
 - Other behaviours that may occur in the playground should be dealt with according to the lists of behaviours on the Behaviour for Learning system.

For indoor playtimes, children may play with games and activities approved by the teacher. They must tidy up when asked.

4.17 Inappropriate substances/ items

Children are not allowed to bring the following substances/items to school:

- Chewing gum
- Sharpies
- Tippex or correction fluid
- Solvent based pens/ markers/spray paint
- Permanent markers
- Weapons or items which could be used as weapons or to commit an offence
- Alcohol and illegal drugs
- Stolen items
- Tobacco, cigarettes or vapes
- Pornographic images
- Laser pens
- Lighters or matches

Mobile phones should only be brought to school by children in Y5/6 who walk home without an adult. Mobile phones are to be locked in the class locker until the end of the day.

Large amounts of cash or valuable items should not be brought to school. If these are brought to school by a child, they remain the responsibility of the child. Staff will not be responsible for the loss or damage of any of these items.

4.18 Health and Safety

The Health & Safety of all pupils, staff and visitors is paramount. The school operates a policy of Zero Tolerance ([Appendix 1](#)) and this is well publicised in school. Violent and aggressive incident forms will be completed by any member of staff who is the victim of a violent and aggressive incident and these are handed to the headteacher. Children are regularly reminded not to enter the car park at all including before and after school.

4.19 Discipline whilst off the school site or outside the school day

The same rules and expectations apply when children are on educational visits, at events off site including sporting events or during extra-curricular activities. There may also be further rules specific to the venue or activities involved which have been identified through the risk assessment process. These will be articulated to children before the activity starts and at appropriate points throughout the activity. It will be made clear to parents in letters informing them of educational visits, extra-curricular activities or other events that their children will be expected to behave according to the school's rules and expectations. Children will be removed from activities rather than them compromising the health and safety of themselves or others. They may also be removed if their behaviour is causing the reputation of the school to be harmed.

When considering sanctions relating to the above factors and when children are off site, the following objectives will be considered:

- to maintain good order on transport, educational visits or other experiences;
- to secure behaviour which does not threaten the health and safety of pupils, staff or members of the public;
- to provide reassurance to members of the public about school care and control over pupils and thus protect the reputation of the school;
- to provide protection to individual staff from harmful conduct by pupils of the school when not on the school site.

4.20 Communication with external agencies

The school will discuss its policy with local groups in order to establish clear communication routes and operational strategies. These agencies may include Neighbourhood Watch, local retail outlets and their staff, street wardens and the police. The school will always cooperate with the police when contact is made regarding the school, the local

community or past or present pupils.

4.21 Confiscation

The Education and Inspections Act 2006 provided the overall power to enforce disciplinary penalties including the use of confiscation. This includes the seizure, retention and disposal of certain items. A teacher may only seize, retain or dispose of a pupil's property if he or she has the authority to do it. The Education and Inspections Act 2006 provides that authority when the confiscation is a lawful disciplinary penalty. For the confiscation to be lawful it must be proportionate, necessary in a democratic society and in pursuance of a legitimate aim. In school, the aim pursued in confiscating property is maintaining an environment conducive to learning, one which safeguards the rights of other pupils to be educated. Proportionality is dependent on the value of the property. For example, disposing of chewing gum is a proportionate response whereas destroying a mobile phone which a child was using during lessons is not lawful. Seizing the phone and returning it at the end of the day is more likely to be a proportionate response.

Staff should remember that items that have no or little value may have emotional value to the pupil and therefore staff should establish if this is the case before disposing of any item.

If a mobile phone has been confiscated, it is not lawful to search through the phone or access text messages without the pupil's permission.

If confiscating jewellery or items of clothing, appropriate regard to whether the item in question has religious or cultural significance to the pupil and should avoid physical contact or interference with pupils' clothing of a kind that might give rise to child abuse allegations. In order to minimise such risks, staff should ensure that if an item of clothing or jewellery is confiscated, this is done by a teacher of the same gender as the pupil and with another staff member present where possible. If this is not possible due to the gender of teachers in the school, the headteacher should be present when confiscation takes place.

Any items confiscated to be returned to the child should be kept securely until their return at the end of the day. For items of obvious value, they should be locked either in the school safe or in the headteacher's office. If similar items have been confiscated from a number of pupils, staff should ensure that they are labelled in a manner which will make it clear who each item belongs to without damaging the property.

If an item of obvious value is confiscated, parents should be contacted so that they can decide if the item is to be returned to the child or whether they wish to make arrangements to pick up the item themselves. Similarly if an item is confiscated which could pose a health and safety risk, parents should be contacted to enable them to arrange for the item to be collected by a responsible adult. Some items e.g. weapons may be given directly to the police with parents informed of the schools actions in writing.

The headteacher is the only member of staff who is able to search suspected pupils for knives or other weapons without consent under the power of Section 550AA, Education Act 1996: inserted by Section 45, Violent Crime Reduction Act 2006. However, if it is felt necessary for a pupil to be searched for (say) illegal drugs or stolen property, that should be done by the police rather than school staff. A pupil might be reasonably asked to turn out their pockets or to hand over an item which is causing a disturbance, and the school might use its legal power to discipline if the child refuses to cooperate.

4.22 Suspensions and Exclusions

Suspensions and exclusion of pupils is not covered by the general power to discipline. This is because it is already covered by separate legislation, which reserves the power to apply this particular sanction solely to the headteacher or, in the absence, the acting head teacher. The school follows up to date Department for Education guidance when considering exclusions.

4.23 Equal Opportunities

The school has a policy of inclusion. All children will be treated fairly and equitably. Children with Special Educational Needs will have Individual Education Plans or One Page Plans. This policy has been devised and is monitored to ensure that it does not impact disproportionately or unfairly on any pupil within the school.

4.24 In-service staff development

Where linked to the School Improvement Plan in-service training relating to behaviour, discipline and anti-bullying will be provided. All staff will be invited to such training. If relevant to performance management targets or as part of professional development individual members of staff may be asked to attend Continued Professional Development opportunities.

4.25 Complaints

If a pupil, parent or carer feels that the measures or sanctions in this policy are unfair or have been unfairly applied, they can lodge a complaint through the school's complaint procedure. A copy of this can be requested via the school office.

5. Monitoring and Evaluation

The Senior Leadership Team will monitor the implementation of the policy through the Behaviour for Learning files and Whole school tracking. The monitoring of particular children will be carried out where the policy does not seem to be motivating a child to maintain appropriate behaviour.

6. Review

The policy will be brought to the attention of the whole school family at least once a year usually at the beginning of the year. It will be available for staff on the shared drive of the school's server. It will be included in the Staff Expectations file and in Induction packs for new staff, work placement students and volunteers.

This policy will be formally reviewed in March 2024 by the whole school family or earlier if felt that this was necessary.

VIOLENCE AND AGGRESSION

**IT IS THE POLICY OF CALDERDALE MBC NOT TO
TOLERATE VIOLENCE OF AGGRESSION,
WHETHER IT BE VERBAL OF PHYSICAL, ON THESE
PREMISES AND GROUNDS**

**ANY FORM OF ABUSE WILL RESULT IN ACTION
BEING TAKEN**