

Warley Road Primary School
'For a brighter future'
Behaviour, Discipline, Anti-bullying & Restraint Policy

Introduction

An orderly, happy and well-mannered atmosphere is an essential element of any effective learning environment. Children and adults have a right to expect standards of behaviour and discipline which allow teaching and learning to take place. They also have a right to work and learn in a happy & secure environment, regardless of race, gender, disability or sexual orientation.

Aims

- ☺ Standards & expectations of behaviour are high & consistently reinforced by all adults working in school
- ☺ Agreed systems are in place & understood for reinforcing desirable behaviour & dealing with unacceptable behaviour
- ☺ Children & adults are aware of appropriate standards of behaviour & what is not acceptable, including bullying
- ☺ Children & parents are aware of the possible responses to unacceptable behaviour
- ☺ Bullying incidents are dealt with swiftly, supporting the victim/s & taking appropriate action against the perpetrator/s

Guidelines

In school there should be a calm industrious atmosphere with children on task, speaking quietly, & moving about appropriately. Classrooms & corridors should be orderly, with equipment well looked after & where children play an important part in the tidying & organisation of their room. This should reflect on the children's attitude & behaviour. Positive behaviour should be rewarded through the agreed system of rewards (appendix 1).

Children should be encouraged to develop self discipline & take personal responsibility for their actions. They should be encouraged to respect property & act considerately to all living things. However, unacceptable behaviour must be challenged by staff & dealt with immediately using restorative practice techniques. Children should be given an opportunity to explain & should be dealt with consistently but fairly.

REMEMBER: As adults we should model the behaviour we expect from children. We do not use shouting as a punishment in school.

The following behaviours are unacceptable at any time by staff or pupils:

Fighting or threatening others with violence
Provoking or supporting physical violence
Verbal put downs
Hurting others - physically or verbally
Play fighting/playing dangerous games
Bullying – physical, verbal and emotional
Swearing/verbal insolence
Disobeying/refusing to obey instructions/being cheeky to staff
Theft of property
Damage of property
Leaving the premises
Disrupting the work of others/disrupting the smooth running of the classroom
Any behaviour that endangers themselves or others

Managing Behaviour

As the person managing the behaviour of children, it is vital to be firm, fair & consistent. Children learn from the example that we set them, so we must set an excellent example.

We should all adhere to the following advice:

- ☺ **Under no circumstances is it acceptable or legal to physically punish a child by smacking or shaking**
- ☺ Prevention is better than cure - find time to routinely remind children of our expectations of their behaviour.
- ☺ Explain the reasons for our expectations (health & safety, consideration for others). Children are more likely to respect our expectations if there is a purpose to them.
- ☺ Praise examples of good behaviour at every opportunity, rather than being consistently negative.
- ☺ Treat children as you would expect to be treated by them. Shouting & being sarcastic is unacceptable adult behaviour.
- ☺ It should be remembered that it is the behaviour that is unacceptable **NOT** the child.
- ☺ Certain children will require individual programs of behaviour modification, which should be discussed & agreed with them. Staff should be aware of these children.

Rewards & Incentives (See Appendix 1)

Each class should decide for themselves a small number of positive rules, which should be discussed & agreed with the children at the start of the academic year. These rules should be reinforced throughout the year.

Each class should have their own personalised behaviour strategies and systems – for example, marbles in the jar, star charts, sticker strips. Teachers should not reward with sweets in general, although golden coins would be an exception. The class budget may be used for small behaviour rewards.

Teachers are encouraged to share good news with parents at the end of days in conversation, via positive text or phone calls. Every child in key stage 1 & 2 has a planner and comments should be written in the planner as a reward. Teachers in key stage 1 and EYFS should make the time to speak to parents at the end of the session to give praise.

Incidents of Inappropriate Behaviour

All incidents of inappropriate behaviour will be dealt with in accordance with the agreed framework. In some cases some children may be put on an individual timetable more suited to their needs in order that they can remain in the school. However, while every attempt will be made to ensure that a child has access to an appropriate education, in extreme cases the Headteacher has the right to & will exclude children.

Children will be warned about inappropriate behaviour and on a second warning they should spend five minutes time out to reflect on their behaviour (in class but moved from their normal seat). This encourages children to reflect upon their behaviour. If you have had to write a note in the child's planner more than three times throughout one week the teacher should contact parents. If unacceptable behaviour persists the child should be referred in the first instance to the year group TLR and then if necessary to the Assistant Headteacher or Deputy Headteacher. They will be put on a behaviour contract and parents will be asked to sign their planner daily for a period of one week.

If unacceptable behaviour persists they will be removed from their class for one day and will be educated separately (including breaks and lunchtimes). The next step would be a fixed term exclusion. In extreme cases or where there is persistent refusal to follow the agreed rules, permanent exclusion will be considered.

Any incidents of poor or inappropriate behaviour should be recorded on CPOMS.

Reflection Room

The Reflection Room is a place for KS2 children to be sent to during lunch time and the lunch time break as a result of persistent inappropriate behaviour (see points below). It is an opportunity for children to reflect on their actions and consider how they may be able to change these actions in the future, so that inappropriate behaviour can be avoided. It is used as a last resort when all other classroom strategies have been exhausted.

Reasons why children may be asked to attend 'Reflection';

- Consistent inappropriate behaviour during lessons or the school day, after the normal behaviour policy has been followed
- Persistent rudeness/disrespect towards adults or children within the school
- Behaviour/actions which are deemed unacceptable, regardless of a prior warning, at the teacher's discretion e.g. aggressive behaviour during the school day
- An opportunity for children to complete homework, if they have regularly failed to hand it in on numerous occasions

The list above outlines examples of what may constitute a child being placed into 'Reflection' but is not an exhaustive list. Children are sent to the Reflection Room at the class teacher's discretion and this will be monitored by the Deputy Head on a weekly basis.

If a child is placed into the 'Reflection' room more than 3 times during a half-term with regard to inappropriate behaviour, a phone call will be made home to parents by the Deputy Head. Further poor behaviour will result in a letter which will be sent home informing them of their child's behaviour and requesting for them to come into school to discuss the issue(s) with the class teacher as the first point of call.

During Reflection Time:

Children will be asked to reflect on their actions and their behaviour with the group. They will then be asked to complete a reflection form and think about their behaviour and the impact it has had on themselves and others. This form will then be kept in the reflection file as evidence of the reflection process.

For more information please refer to the Reflection Policy 201617.

Exclusion

(Refer to the Exclusion Policy & Guidance 201617 for further information)

The Head teacher decides whether to exclude a pupil, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

Where a child is to be excluded the parent/carer will be contacted by the school and asked to attend immediately to discuss the reasons for the exclusion, expectations of the school during the period of exclusion & to pick up the child. Work will be set during the period of exclusion and the expectation is that this is returned to school completed once the exclusion ends. In the case of a Child Looked After (CLA) the local authority will also be informed. When a parent cannot be contacted the child will remain in school until such time as the parent can be reached. Under no circumstances will children be allowed home on their own or with older brothers or sisters.

Depending on the type of exclusion, parents have the right to make representations to the governing body. In all cases of permanent exclusion, parents have the additional right to appeal to an independent appeal panel. Details of this will always be communicated within the exclusion letter along with any other information that is pertinent to the case.

Schools are under a duty to provide suitable full-time education for the excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days. Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

Bullying (See Appendix 2)

Bullying is unacceptable behaviour. Bullying can be in different forms (see below) and carried out by a single person or a gang. It is behaviour that is repeated several times and on purpose.

They types of bullying are:

Emotional (excluding, tormenting, threatening behaviour being unfriendly)

Verbal (name calling, spreading rumours, teasing)

Physical (pushing, kicking, spitting, punching)

Cyber (Writing unkind things by text, email or elsewhere on line)

Racist (taunting, graffiti or gestures that cause offense due to the colour of someone's skin)

The signs of bullying can be:

Physical: unexplained bruised, scratches, cuts, missing belongings, damaged clothes or schoolwork, loss of appetite, stomach aches, headaches, and bedwetting.

Emotional: losing interest in school, withdrawn, secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.

Behavioural: asking to be taken to school, coming home for lunch, taking longer to get home, asks for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

In this school we work to develop an environment in which children feel safe. Our main aim is to PREVENT bullying by:

- ☺ Encourage the caring & nurturing side of children
- ☺ Promoting a caring, co-operative ethos
- ☺ Discussing the importance of making friends & friendships
- ☺ Providing adequate supervision in the playground
- ☺ Using staff at play and lunchtimes to lead activities for all children so no one is left to play alone
- ☺ Positively encourage caring & discourage bullying
- ☺ All children to take part in anti bullying assemblies and anti bullying week

We also recognise the importance of working with parents on this issue & we advise them to encourage the child to discuss the fact that they feel they are being bullied & to report such incidents to the school.

All incidents of bullying will be dealt with in accordance with Appendix 2. Parents of both the victim & perpetrator will be informed by the school.

Searching Pupils

School staff can search pupils with their consent for any item which is banned by the school rules.

The Head teacher and staff authorised by the Head teacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has weapons, alcohol, illegal drugs and stolen items. Any search should be undertaken with a second responsible adult present.

Restraint, the Use of Reasonable Force and Positive Touch

Warley Road promotes the use of 'positive touch' in school. It is often necessary or desirable for a teacher to touch a child (e.g. dealing with accidents or teaching musical instruments, physical education etc).

All teachers have the power to use reasonable force in order to control or restrain pupils & will intervene in an emergency if a pupil is at immediate risk of injury or on the point of injuring someone else or damaging property. Reasonable force may be used to remove a pupil who is seriously disrupting learning or to prevent them from leaving the classroom or building.

If the school is aware that a pupil is likely to behave in a way that might require physical restraint e.g. a child who has a statement for SEN which is for behaviour difficulties, it should plan how to respond. Such planning should address:

- ☺ managing the pupils
- ☺ involving the parents
- ☺ briefing staff
- ☺ ensuring that adequate support can be summoned if appropriate
- ☺ taking medical advice about the safest way to hold pupils with specific health needs

Restraint may be necessary when

- a pupil attacks a member of staff or another pupil
- pupils are fighting
- a pupil is engaged in, or about to commit deliberate damage or vandalism to property
- a pupil is causing, or at risk of causing, injury or damage by accident (e.g. by rough play or the misuse of dangerous materials /objects
- a pupil is running on a corridor or stairway in such a way which might cause injury or accident to themselves or others
- a pupil persistently refuses to obey an order to leave the classroom.
- a pupil is behaving in a way that is seriously disrupting a lesson.
- a pupil absconds from or tries to leave the school & could be at risk if not kept there

Role of Parents

Parents have a clear role in supporting the school to ensure that their child is well behaved. The school will always endeavour to discuss issues at the earliest opportunity in order to make sure that the behaviour of a child does not escalate & in order to support parents with strategies at home. This may involve operating a behaviour chart & more frequent contact with school.

In extreme cases, where all other avenues have been explored & as an alternative to exclusion (& where it is felt appropriate), parents may be asked to consider a 'managed move' to another school in order to give the child a 'fresh start'. In these instances, any move would be brokered through the Behaviour & Attendance service of the Local Authority & would be carefully discussed with the parent & child before any such move took place.

Where the above options have been considered & not deemed to be appropriate, a place may be sought at the Pupil Referral Unit. While a place may not be immediately available, an intermediate plan may be discussed & agreed.

Any decisions made about the future education of a child will always consider the best interests of the child weighed against the best interests of the other children in the school. Advice will always be sought from other agencies, & the child & the parents will always be involved in the decision making process. The message will be that it is the behaviour of the child that is not acceptable.

Review date: September 2019

Behaviour Policy Warley Road Primary School

Rewards for good behaviour		Incidents of poor behaviour	Order of sanctions
6	Positive phone call home by Headteacher or Deputy Headteacher	Continued disruptive/aggressive behaviour that impacts on the education of the rest of the class & disrupts the running of the school	Exclusion (temporary or permanent)
		Continued & persistent bullying Log incident on CPOMS	Managed move if appropriate
5	Each week every child on top place on behaviour chart has name in hat and one winner chosen to shop in the sunshine shop (Golden ticket awarded in assembly) Certificate in assembly for pupil of the week (in celebration assembly)	Persistent disruptive/aggressive behaviour that impacts on the education of the rest of the class & disrupts the running of the school Log incident on CPOMS	Support provided in the classroom by learning mentor
			Personalised timetable as appropriate
			Headteacher or Deputy Headteacher to discuss behaviour with parents and put child on behaviour contract for one week in the first instance
			Notes in planners (KS2) or verbal feedback at end of session to parents
4	Note in planner to parents Positive phone call, conversation or text to parents Certificates in celebration assembly for star of the week	Bullying, racist name calling, aggressive behaviour, theft Log incident on CPOMS	Referral to the Reflection room
			Playtimes removed
			Parents contacted and short term parent pupil contract signed and agreed upon (review after one week)
			Referred to Headteacher or Deputy Headteacher
3	Send to year group TLR's, Deputy Headteacher or Headteacher for praise (must be behaviour based)	Lunchtime behaviour Fighting, swearing, name calling, refusing to do as asked by lunchtime staff, poor lining up. Log incident on CPOMS	Referral to the Reflection room
			Referred to year group TLR
			Referred to class teacher
			Seen by senior lunchtime supervisor
2	Classroom systems & rewards Smiley face charts, stamps, stickers, reward charts - for individual good work or behaviour. Note in planners.	Missed homework, disruptive behaviour	Class teacher to put note in planner for parents. Parents must respond in planner – class teacher to follow up with phone call if three incidents in one week Referral to the Reflection room
1	Verbal praise - 'well done' Signs - smile, thumbs up	Low level disruption (fiddling, whispering, chair rocking, shouting out)	Note in planner to parents (KS2) or tell parents verbally at end of session (EYFS / KS1) – If name in three times in one week class teacher to contact parents.'

Procedure for Dealing with Bullying

All staff at Warley Road will follow the same procedures when dealing with bullying issues.

	Action	By Whom
Step 9	➤ Respond to the incident in a structured way, either in class or in assembly as appropriate	Class teacher/Headteacher
Step 8	<ul style="list-style-type: none"> ➤ Inform parents of both victim & perpetrator of the incident & action taken ➤ Sanctions from Appendix 1 of the behaviour policy will be applied i.e <ul style="list-style-type: none"> ○ Playtime removed ○ Lunchtime off playground ○ In extreme & persistent cases the bully will be excluded 	Headteacher
Step 7	<ul style="list-style-type: none"> ➤ Head teacher will talk to both victim & perpetrator & make decision on what sanction to apply ➤ RESTORATIVE JUSTICE to be applied in all cases 	Headteacher
Step 6	➤ If the incident is serious take direct to Head teacher or Deputy Head teacher	Class teacher
Step 5	➤ Record incident on CPOMS & monitor	Class teacher
Step 4	➤ If incident happens at lunchtime, report incident to class teacher in the first instance. If appropriate report direct to Head teacher	Immediate staff
Step 3	➤ Give a clear message to the bully that bullying will not be tolerated & that there are consequences of such actions	Immediate staff
Step 2	<ul style="list-style-type: none"> ➤ Talk to all children separately about the incident ➤ Offer the victim support ➤ If unable to discuss the incident immediately, inform the children of when & where you will deal with it ➤ If the incident is reported by a parent, talk to the children involved about the incident as soon as possible 	Immediate staff
Step 1	<ul style="list-style-type: none"> ➤ Calm the situation as quickly as possible ➤ This invariably involves removing either the victim or the bully from the scene ➤ Disperse any bystanders ➤ Use physical restraint if necessary following the school policy 	Immediate staff

All unacceptable behaviour incidents and bullying should be recorded on CPOMS (data system) and flagged up to senior management via this system of logging information.

Procedure for Restaining Pupils

All the staff at Warley Road will follow the same procedures when having to restrain pupils.

	Action	By Whom
Step 11	<ul style="list-style-type: none"> ➤ Inform parents of restraint & action taken ➤ Sanctions from Appendix 1 of the behaviour policy will be applied <ul style="list-style-type: none"> ○ Playtime removed ○ Lunchtime exclusion ○ In extreme & persistent cases this may include exclusion ○ Restorative justice meeting must take place before individuals involved go back to class 	Head teacher
Step 10	<ul style="list-style-type: none"> ➤ Head teacher will talk to perpetrator & make decision on what sanction to apply (this may not be immediately after an incident) 	Head teacher
Step 9	<ul style="list-style-type: none"> ➤ In serious cases the child will be immediately sent home or parent(s) will be requested to come and collect the individual 	Head teacher
Step 8	<ul style="list-style-type: none"> ➤ Record incident as soon as possible afterwards on CPOMS ➤ Head teacher will be informed via CPOMS 	Immediate staff & staff involved in restraint
Step 7	<ul style="list-style-type: none"> ➤ Support offered to staff involved 	Head teacher or Deputy Head teacher
Step 6	<ul style="list-style-type: none"> ➤ Inform Head teacher or another senior member of staff 	Immediate staff & staff involved in restraint
Step 5	<ul style="list-style-type: none"> ➤ As soon as the situation de-escalates release the restraint but remain near the individual 	Trained 'Team Teach' staff
Step 4	<ul style="list-style-type: none"> ➤ Use the minimum amount of force required for the situation using team teach restraint techniques ➤ Make it clear that physical restraint will stop as soon as it ceases to be necessary. ➤ All staff have the right to use reasonable force to protect themselves and others and to prevent serious disruption, damage or risk of harm to individuals 	Trained 'Team Teach' staff All staff
Step 3	<ul style="list-style-type: none"> ➤ Inform the pupils that help has been sent for ➤ Attempt to diffuse the situation orally or prevent it from escalating 	Immediate staff
Step 2	<ul style="list-style-type: none"> ➤ Call for assistance as required 	Immediate staff
Step 1	<ul style="list-style-type: none"> ➤ Tell the pupil to stop misbehaving & what will happen if they do not and give clear direction about what you want them to do now ➤ Attempt to communicate with the pupil throughout the incident ➤ Consider whether physical intervention is right or whether the incident could be dealt with by using other strategies (diversion, humour, removal of one or more people from the situation) 	Immediate staff

All restraint incidents should be recorded on CPOMS (data system) and flagged up to senior management via this system of logging information.