


**Wheatfields Primary School -
Behaviour and discipline policy (inc Exclusions)**



Policy	Behaviour and discipline policy (inc Exclusions)
Ratification date	July 2017
Next review date	July 2018
Signatories	<div> Head Teacher</div> <div> Chair of Governors</div>

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Introduction

This policy is a statement of the principles, aims and strategies for the management of behaviour. It is intended to act as a reference point and to inform teachers, teaching assistants, midday supervisors, school administrators, parents, governors, LA officers and inspectors.

The policy was drawn up during the Spring Term 2009 through a process of consultation with all school staff, pupils, parents and governors and it was updated in February 2015.

Rationale

We believe that the ethos of the school is central to creating an environment which is secure, stimulating and caring in which children feel a real sense of ownership and belonging; in such an environment, pupils can develop and maintain high standards of both behaviour and academic achievement.

Inclusion of Kids Club

Kids Club aims to provide the children with an environment where they can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement. Although Kids Club is a less formal setting than the classroom, for example Kids Club staff are known by their first names, rules for behaviour and conduct will be discussed and agreed with the children. Staff follow the school policy and record all incidents of unacceptable behaviour which will be discussed with the child's parents. The Headteacher may consider withdrawing a place at Kids Club for persistent unacceptable behaviour.

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Aims of the Behaviour and Discipline Policy

- To ensure that every member of the school community is treated fairly and feels valued and respected.
- To support the way in which all members of the school community can live and work together in a supportive way.
- To promote an environment where everyone feels happy, safe and secure.
- To develop the whole child and celebrate successes at all levels.
- To expect every member of the school community to behave in a considerate way towards each other.
- To develop a whole school approach to behaviour that is consistently applied.
- To help children become positive, responsible and increasingly independent members of the school community.
- To take account of individual pupils', SEN and vulnerable pupils' needs ensuring there is consistency in expectations and strategies used.

The overarching aim of this policy is to contribute to the five strands of 'Every Child Matters'.

We aim to ensure that all pupils

1. stay safe
2. are healthy
3. enjoy and achieve
4. make a positive contribution
5. achieve economic well being

Pupils need

- To attend school regularly
- To access a safe, stimulating environment
- To feel valued
- To know that their voice will be heard
- To be offered an appropriate well-balanced curriculum with realistic expectations
- To have good role models

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- To develop an understanding of right and wrong

Parents need

- To know that their children are safe and are going to be treated fairly
- To be welcomed into school as partners in their children's education
- To be well informed and involved with their child's life in school.
- To know that they will be expected to take responsibility for the behaviour of their child both inside and outside school

Teachers need

- To be able to teach without disruption
- To be supported by clear and consistent implementation of the behaviour policy
- To work in partnership with parents
- To be supported by school staff, governors and other agencies
- To be valued, consulted and informed

Implementation

The school will offer formal and informal opportunities to promote self-esteem, confidence and independence through the following:-

- PSHE curriculum – promoting SEAL (social and emotional aspects of learning)
- Programme of study on citizenship
- Celebrating achievement, recognising social progress
- Circle time work
- Links with the community
- Offer an inclusive environment

Pupil Desired Behaviours / Expectations

To follow school rules i.e.

- Follow adult directions first time

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- Be polite and respectful to others
- Move around the school in a calm and quiet manner (taking note of the zones)
- Respect the environment and property of others
- Do your best work and allow others to do the same

These form our '**Golden Rules**'

1. Be gentle
2. Be kind and helpful
3. Listen to people
4. Be honest
5. Look after property
6. Work hard

Rewards

PRINCIPLES

- A consistent whole school approach to reinforce and maintain high standards of behaviour.
- Opportunities to reward, celebrate or reinforce good behaviour (e.g. assemblies)
- A differentiated approach to the specific needs of individuals set within the whole school framework for rewarding positive behaviour (e.g. housepoints, Good manners tea party and Head Teacher awards)
- Emphasis on rewarding positive behaviour.

STRATEGIES

- Non- verbal (thumbs up, smile etc)
- Verbal praise (use of name, specific praise)
- Tangible awards (stickers etc)
- Housepoints
- Celebration assembly
- Golden rules and Golden Time
- Contact with parents (may occur at any stage)

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- Consistency (ensuring staff involved with child/ group of children are aware of the strategies used)
- Use of PSHE resources

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SUMMARY: Behaviour Policy

Guiding Principle for ALL management of behaviour: WHEATFIELDS is a GOLDEN school

**People
respect one
another**

**People care
for each
other**

**People work
together**

**There is team
work**

**Everyone
belongs to
the
community**

**Relationships
are positive**

**There are
good
listeners**

**People
communicate
well**

**There is
personal
responsibility**

**Decisions are
made**

**It is a very
positive
place to be**

**People feel
good about
themselves**

**People have
fun together
and are
confident**

**The children
are cared for
and nurtured**

**Children
have high
aspirations**

It is safe

There is a love of learning

It is creative and dynamic

**ALL STAFF ARE EXPECTED TO BE COMMITTED TO THESE PRINCIPLES
AND TO EXEMPLIFY THEM IN THEIR WORK AND PRACTICE**

The principle of a 'Golden School' is underpinned by 6 GOLDEN RULES

We are gentle
We are kind and helpful
We listen
listening
We are honest and remember our manners
We work hard
We look after property

*We do not hurt others
We do not hurt the feelings of others
We do not interrupt or waste other's time by not*

*We do not cover up the truth and we are polite
We do not waste our own or other's time
We do not waste or damage things*

**ALL CHILDREN ARE EXPECTED TO KEEP THE GOLDEN RULES. ALL STAFF ARE
EXPECTED TO USE THE GOLDEN RULES IN ALL MANAGEMENT OF BEHAVIOUR.**

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THE REWARD FOR KEEPING THE GOLDEN RULES IS GOLDEN TIME. CHILDREN MUST HAVE THE OPPORTUNITY TO SIGN UP FOR GOLDEN TIME ACTIVITIES ON MONDAYS AND WORK TOWARDS THEM OVER THE WEEK.

GOLDEN RULES MUST BE DISPLAYED IN ALL CLASSROOMS AND COMMUNAL LEARNING AREAS

GOLDEN RULES ARE ON THE BACK OF STAFF NAME BADGES WHICH ARE WORN AT ALL TIMES

ALL TEACHERS MUST HAVE REGULAR TEACHING SESSION WITH THE CHILDREN ABOUT THE GOLDEN RULES AND HAVE A VERY CLEAR EXPECTATION THAT ALL CHILDREN ARE EXPECTED TO KEEP THE GOLDEN RULES AT ALL TIMES

SCHOOL LEADERS WILL LEAD ASSEMBLIES AT LEAST ONCE A TERM WHICH ARE BASED ON THE GOLDEN RULES

ALL STAFF MUST USE THE GOLDEN RULES TO MANAGE BEHAVIOUR AT ALL TIMES AND IN ALL AREAS IN SCHOOL

THE ONLY EXCEPTION TO THIS IS WHEN A CHILD IS ON A PERSONAL SUPPORT PLAN.

ALL PERSONAL SUPPORT PLANS ARE DRAWN UP TOGETHER WITH THE TEACHER, HEAD or SENCo AND SUPPORT STAFF AND MUST BE AGREED WITH PARENTS AND COMMUNICATED WITH AND FOLLOWED BY ALL STAFF.

WHEN CHILDREN BREAK GOLDEN RULES...

When a child breaks a Golden Rule during lesson time:

- One QUIET reminder/warning: 'Which Golden Rule are you breaking?'. If the child does not know – tell them.
- If they continue – Take 5 minutes Golden Time and record in Class record book
- DO NOT GIVE A REMINDER/WARNING if the child is engaging in bullying behaviour or physically/emotionally hurting another child – take 5 minutes immediately.
- If the poor/unacceptable behaviour continues
 - Move them to work/sit on their own in the classroom
 - If this has no affect – remove (exit) the child from the classroom/learning area – they MUST work on their own away from other children. No child should be just sitting. Teachers should give the child a copy of the Golden Rules and ask them to read and reflect on them if they don't have 'work' to do.
 - If removed from the classroom the child is still under the responsibility/supervision of the teacher. After 5 – 6 minutes the child should be given the opportunity to come back into the classroom/learning area – 'Are you ready to come and learn with the group now and keep the Golden Rules?' **SEE STAGE ONE OF STAGED SANCTIONS (AGGRAVATIONS)**

When a child break a Golden Rule at break time or lunchtime

- One reminder/warning: 'Which Golden Rule are you breaking?'

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- If they continue – 5 minutes 'Time Out' is given immediately **INSTEAD** of losing Golden Time.
- 'Time out' is either standing next to the adult, or standing in a designated space away from play activities.
- If the incident occurs at the end of a break time or lunchtime – inform the class teacher who will take 5 minutes Golden Time instead.
- ALL time outs must be recorded and class teacher **MUST** be informed and make a note in their Behaviour log.

**STAFF MUST NOT ENGAGE IN LONG CONVERSATIONS ABOUT THE CHILD'S BEHAVIOUR
OR GET INTO ANY DIALOGUE ABOUT THE BEHAVIOUR. ALL CHILDREN KNOW THE
GOLDEN RULES AND KNOW IF THEY ARE BREAKING THEM.**

STAFF MUST KEEP A RECORD OF 'LOST GOLDEN TIME' AND 'TIME OUTS'.

**IF A CHILD HAS BEEN 'EXITED' FROM THE CLASSROOM/LEARNING AREA THIS MUST BE
RECORDED IN THE CLASS BEHAVIOUR LOG AND PARENTS MUST BE INFORMED AT THE
END OF THE SCHOOL DAY.**

GOLDEN TIME

Children who have lost between 5 and 15 minutes Golden Time during the week **MUST** be given a note which states how many minutes Golden Time they have lost. They will give the note to the adult who is leading the Golden Time activity. The adults taking the activity do not need to discuss the child's behaviour with the child.

They must spend the 'lost Golden Time' sitting apart from any other child who has lost Golden Time, watching the children who are having Golden Time at the chosen activity. They will be allowed to join in once they have sat out for their missed time.

**ALL CHILDREN WHO LOSE MORE THAN 15 MINUTES GOLDEN TIME IN A WEEK MUST BE
SENT TO THE HEAD'S OFFICE WITH THE CLASS BEHAVIOUR RECORD BOOK. THE
HEADTEACHER RECORDS THEIR NAME IN THE SCHOOL BEHAVIOUR LOG AND SENDS A
LETTER HOME TO THEIR PARENTS INFORMING THEM THAT THEIR CHILD HAS LOST MORE
THAN 15 MINUTES GOLDEN TIME THAT WEEK. THE LETTER HAS A RESPONSE SLIP WHICH
IS SIGNED BY PARENTS AND RETURNED TO THE HEADTEACHER.**

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WE EXPECT PARENTS TO SUPPORT AND EXPECT GOOD BEHAVIOUR. WE CAN ONLY EXPECT THEM TO SUPPORT THE SCHOOL IF WE KEEP THEM PROPERLY INFORMED ABOUT THEIR CHILD'S BEHAVIOUR.

Staged response to inappropriate behaviours

STAGE	BEHAVIOURS	ACTION/SANCTIONS
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1 AGGRAVATIONS	<p><u>Behaviours which impact on the learning of the child and/or other children</u></p> <p style="padding-left: 40px;">For example repeatedly:</p> <ul style="list-style-type: none"> • Wandering around • Calling out • Interrupting the teacher when talking to the class or a group • Disturbing other people • Talking when asked not to • Making silly noises • Interrupting learning. <p style="padding-left: 40px;">A child who behaves in this way is affecting their learning and the learning of others and their behaviour MUST be dealt with.</p>	<p><u>Follow behaviour policy using Golden Rules.</u></p> <p>If the child continues to behave in this way after a reminder and the loss of Golden Time:</p> <ul style="list-style-type: none"> • Warning • Lose 5 minutes Golden Time • Leave classroom for 5-6 minutes (work outside or read Golden Rules) on desk immediately outside room <p style="padding-left: 40px;">If child has been 'exited' as above: Class teacher will talk briefly to the child at playtime or lunchtime about their behaviour, reminding them of the Golden Rules and expectations.</p> <p>Parents must be informed by the end of the day either by speaking to them at the end of the day or by telephone.</p> <p>At this stage the child may be 'referred' to the Inclusion Worker who will meet with them to discuss the unacceptable nature of their behaviour and get them to reflect as appropriate. The Inclusion Worker will liaise with the class teacher.</p> <p>A dated note will be added to the class behaviour book by the class teacher (or Inclusion Worker if involved) if the child has to leave the classroom 2 times in a week.</p>
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<div style="writing-mode: vertical-rl; transform: rotate(180deg); text-align: center;"> 2 SERIOUS </div>	<p><u>Continuing to behave in a manner which impacts on the learning of the child and/or other children despite sanctions taken at Stage 1.</u></p> <p>Also any of the following specific behaviours:</p> <ul style="list-style-type: none"> • Not responding to an adult's request to work/follow instructions • Being disruptive, deliberately causing a disturbance • Taking other people's belongings • Cheeky, 'rude' or off-hand comments • Swearing • Deliberately annoying other children • Deliberately disrupting other children's play • Damaging school equipment/ property 	<p><u>If Stage 1 behaviour continues or if any of the specific behaviours listed in the left-hand column occur the child will be excluded internally.</u></p> <p>The child will be sent to the Inclusion Worker or the headteacher/member of the SLT and given the opportunity for reflection through drawing or writing (depending on age/ability) See Appendix B.</p> <p>Afterwards the child will be expected to apologise to the people concerned.</p> <p>The child will also lose an agreed amount of lunchtime playtime to make up for the missed lesson time. Missed class work will be done at this time in the 'learning space' outside the staffroom. They will collect their lunch and eat it in the learning space first. The work time will begin once they have finished their lunch.</p> <p>If the behaviour happens during playtime or lunchtime the child will be 'exited' from the playground or field. They will be sent to the learning space and where they will reflect on their behaviour (See Appendix B).</p> <p>If the member of staff 'exiting' the child is NOT the class teacher, they MUST inform the class teacher of the behaviour and action taken.</p> <p>The teacher will arrange to and meet with the Inclusion Worker to discuss how to support the child with their behaviour. The headteacher will be kept informed.</p> <p>The class teacher will inform parents at the end of the school day by face-to-face or telephone communication if a child has been had an 'internal exclusion' from the classroom or playground/field. They will ensure that parents are told the details of their child's unacceptable behaviour. At this point parents will be offered an appointment to come into school to meet with the teacher or the Inclusion Worker to discuss their child's behaviour in more detail, including the work in school which is supporting the</p>
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<p style="text-align: center;">3 MORE SERIOUS</p>	<p><u>Persistent ‘serious’ behaviour (detailed in Stage 2) and any of the following specific behaviours:</u></p> <ul style="list-style-type: none"> • Challenging authority, including serious ‘cheek’ or rudeness. • Deliberately throwing objects with the intention of breaking them or causing harm • Hurting someone • Deliberately damaging property • Leaving class without permission • Repeated refusal to do set tasks • Harmful/offensive name calling • Bullying (repeated, persistent, targeted, deliberate) • Fighting 	<p>If ‘Stage 2’ behaviour continues and the child is excluded internally more than 2 times in a week parents will be contacted and an appointment made to see the teacher and a member of the SLT.</p> <p>If the behaviour is verbally or physically abusive or is a behaviour listed in the left-hand column then no warnings are given and the child is immediately ‘exited’ from the classroom to the ‘learning space’ outside the headteacher’s office. Parents will be contacted and asked to come into school.</p> <p>The child will be given time to calm down and then reflect with the Head/Deputy/Assistant Head and the Inclusion Worker.</p> <p>A meeting will be held between parents, the teacher and a member of the SLT. The Inclusion Worker may also be at the meeting.</p> <p>At this stage a referral WILL be made for the child to work with the Inclusion Worker. The duration and regularity of this work will depend on the child, the behaviours and the progress made. The Inclusion Worker will keep a record of intervention and progress. A copy will be given to the class teacher.</p> <p>At this stage the child will have a Personal Support Plan drawn up. This will be shared and agreed with the child and parents.</p> <p>At this stage it may be decided to undertake a Common Assessment Framework assessment (CAF) with parents if one is not already in place.</p>
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<p style="text-align: center;">4 VERY SERIOUS</p>	<p><u>If behaviour(s) listed in Stage 3 continue and if any of the following unacceptable behaviour(s) occur:</u></p> <ul style="list-style-type: none"> • Repeatedly leaving the classroom without permission • Storming out of the lesson • Fighting and intentional physical harm to other children • Throwing large/heavy objects • Serious challenge to authority • Verbal abuse to staff • Persistent swearing • Deliberate vandalism • Stealing • Persistent bullying (continuing after an adult has dealt with this issue) • Leaving the school premises in anger or to truant 	<p><u>When the above sanctions have been applied and the child has not made any progress in managing their unacceptable behaviour and/or if any of the behaviours listed in the left hand column occur then the following sanctions will apply:</u></p> <p>Immediate involvement of the SLT</p> <p>Child will be removed from the classroom - Internal exclusion for a fixed period</p> <p>Parents contacted and seen that day</p> <p>Possible fixed term exclusion for up to 3 days. After exclusion the child and parent(s) must meet with the headteacher to discuss reintegration prior to the child coming back into school</p> <p>Personal Support Plan drawn up or reviewed with child and parents Programme of work with the Inclusion Worker according to the needs/behaviour of the child</p> <p>A CAF is completed with parents if one is not already in place Involvement of outside agencies e.g. EWO, School Nurse, Educational Psychologist, Social Care, Specialist Teaching Team as appropriate.</p>
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5 EXTREMELY SERIOUS	<p><u>If behaviour(s) listed in Stage 4 continue and if any of the following unacceptable behaviour(s) occur:</u></p> <ul style="list-style-type: none"> • Extreme danger or violence • Very serious and/or regular challenges to authority • Running out of school • Extreme verbal abuse 	<p><u>When the above sanctions have been applied and the child has not made any progress in managing their unacceptable behaviour and/or if any of the behaviours listed in the left hand column occur then the following sanctions will apply:</u></p> <p>Fixed term exclusion</p> <p>Parents meet with headteacher, class teacher, Inclusion Worker and any outside agencies involved.</p> <p>Personal Support Plan drawn up or reviewed with child and parents Programme of work with the Inclusion Worker according to the needs/behaviour of the child</p> <p>A CAF is completed with parents if one is not already in place Involvement of outside agencies e.g. EWO, School Nurse, Educational Psychologist, Social Care, Specialist Teaching Team as appropriate</p> <p>Permanent exclusion or managed move to a new school may be considered</p>
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Risk Assessment In school and trips out of school

There will be individual/ risk assessments in place for those pupils who display unsafe, challenging behaviours both whilst they are in school and participating in out of school trips.

As part of the visit coordinator's role, risk assessments will be done prior to any trips out of school and all staff participating in the trip will be aware of these.

Discipline off school site

School organised trips/ visits

There are clear expectations of behaviour when pupils participate in school organised trips. These expectations in behaviour are always made clear to the pupils. Rewards and sanctions will be applied in line with this policy.

Walking to and from school / behaviour outside school

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Wheatfields Primary School pupils are expected to behave appropriately when walking to and from school. If the school is aware that inappropriate behaviour has occurred then it will take reasonable action based on the nature of the incident. This may range from informing parents to contacting other agencies.

Physical Intervention & Restraint

See Physical Intervention policy

Wheatfields Primary School:-

- Recognises that there is a need, reflected in common law, to intervene when there is an obvious risk of safety to its pupils, staff and property.
- Is committed to ensuring that all our staff and adults with responsibility for children's safety and welfare will deal professionally with all incidents involving aggressive or reckless behaviour, and only use physical intervention as a last resort in line with DCSF and Cambridgeshire County Council's advice. If used at all it will be in the context of a respectful, supportive relationship with the pupil. We will always aim to ensure minimal risk of injury to pupils and staff.
- Will ensure that any intervention and restraint used will be reasonable and proportional in relation to the behaviours and will be deemed absolutely necessary.
- Will ensure that relevant and necessary records will be kept in line with Cambridgeshire guidelines and school expectations.

Confiscation

Staff will have the right to confiscate pupil items if in any way they are causing a distraction to teaching and learning or a health and safety issue. Staff will ensure the confiscated items are stored carefully and returned safely to the pupil or parent.

Exclusions

- Only the Head Teacher (Deputy Head Teacher in Head Teacher's absence) has the authority to exclude and will notify parents/ carers within one school day by phone, meeting in person and by letter
- Detailed records of incidents are kept
- Exclusions will only be used for serious breach of school policy, e.g.
 - verbal abuse, violent or threatening behaviour
 - persistent, defiant, disruptive behaviour
 - bullying

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- As soon as the pupil is excluded, the school will provide appropriate work to be collected by the parent / carer and returned for marking.
- Pastoral support programme

Permanent Exclusions

Permanent exclusion is an extremely serious step, and an acknowledgement that the school can no longer cope with the pupil.

This can arise from an accumulation of fixed term exclusions or as a result of a very serious one-off offence.

School Policies

This behaviour policy should operate in conjunction with policies for

- Equal opportunities
- Anti-bullying
- Child protection
- Physical intervention
- Drugs
- Attendance
- Racial harassment
- SEND
- Complaints procedure
- Home – school agreement
- Health and safety

Monitoring and Evaluation

- This policy will be available for all parents and will be available on the school's web page.
- Admin staff will ensure that any new families starting the school will be given a copy.
- All new reception parents will receive a copy in their child's starter pack.
- Views of stakeholders will be taken into account during the evaluation of this policy.
- This policy will be reviewed annually by a joint party consisting of governors, teachers, non-teaching staff, parents/ carers.

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Appendix / Glossary

- House points – awarded for good work and/or effort, politeness, sharing etc
- Sound zones –

The children are made aware of the different sound zones around the school and the expectations of what voice they should use in these zones.

Blue zone – silence

Green Zone - Partner voice

Yellow Zone – Table voice

Orange zone – Class voice

Red zone – playground voice

- Letter 1 to parents
- Letter 2 to parents
- Glossary

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Letter 1

Date:

Dear

I am writing to inform you that _____ lost more than 15 minutes of Golden Time this week. Children lose Golden Time if they are unable to keep our school Golden Rules. Each time a Golden Rule is broken children are given a reminder or warning. If they break the rule again they will lose 5 minutes of Golden Time. Losing Golden Time is very serious and staff do not take it away without a reminder to help children make the right decision about their behaviour.

Our Golden Rules are:

We are gentle
We are kind and helpful
We listen
We are honest and remember our manners
We work hard
We look after property

Children who lose more than 15 minutes Golden Time in a week spend their lost Golden Time with me. I have discussed your child's behaviour with them today.

We will support your child to help them to keep the Golden Rules but we need your support to help them too. Please can you support us by talking with your child about their behaviour and the Golden Rules.

This is the first time this year that your child has lost more than 15 minutes Golden Time in a week. Teachers will get in touch if this continues. If you would like to discuss it with us please contact the class teacher to make an appointment.

Please return the response slip below on Monday morning as acknowledgement of receipt of this letter.

Yours sincerely,

Theresa Thornton

I/we received a letter regarding the loss of Golden Time dated _____.
I/we have discussed this with our child.

Signed: _____ Date: _____

Child's name: _____

PLEASE RETURN THIS SLIP TO MRS THORNTON ON MONDAY MORNING

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Letter 2

Date:

Dear

I am writing to inform you that _____ lost more than 15 minutes of Golden Time this week. Children lose Golden Time if they are unable to keep our school Golden Rules. Each time a Golden Rule is broken children are given a reminder or warning. If they break the rule again they will lose 5 minutes of Golden Time. Losing Golden Time is very serious and staff do not take it away without a reminder to help children make the right decision about their behaviour.

Our Golden Rules are:

We are gentle
We are kind and helpful
We listen
We are honest and remember our manners
We work hard
We look after property

Children who lose more than 15 minutes Golden Time in a week spend their lost Golden Time with me. I have discussed your child's behaviour with them today and they know that I am writing to inform you.

We will support your child to help them to keep the Golden Rules but we need your support to help them too. Please can you support us by talking with your child about their behaviour and the Golden Rules.

_____ has lost more than 15 minutes Golden Time more than once this term.

Teachers will get in touch if this continues. If you would like to discuss it with us please contact the class teacher to make an appointment.

Please return the response slip below as acknowledgement of receipt of this letter.

Yours sincerely,

Theresa Thornton

I/we received a letter regarding the loss of Golden Time dated _____.
I/we have discussed this with our child.

Signed: _____ Date: _____

Child's name: _____

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Glossary	
SEND	Special Educational Need or Disability
ECM	Every Child Matters
PSHE	Personal, Social health education
SEAL	Social Emotional Aspects to Learning
DfE	Department for Education