



METROPOLITAN BOROUGH OF CALDERDALE
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MANAGEMENT AND GOVERNANCE DOCUMENTATION
DISCIPLINE STATEMENT AND BEHAVIOUR POLICY

	Date	Chair of Governors	Headteacher
Adopted	March 2003		
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WOODHOUSE PRIMARY SCHOOL

MANAGEMENT AND GOVERNANCE DOCUMENTATION DISCIPLINE STATEMENT - SEPTEMBER 2018

Statement of General Principles for Discipline

The purpose of this statement is to provide strategic guidance for the head teacher in determining the school's behaviour policy so that it clearly reflects the shared aspirations of governors, staff and parents for pupils at Woodhouse Primary School and takes full account of legislative guidance on behaviour matters.

It is intended to ensure that staff are aware of, and understand, the extent of their powers in respect of discipline and implementation of agreed sanctions. Staff can therefore be confident of governors' support when following this guidance.

PRINCIPLES

The governors of Woodhouse Primary School believe that:

- High standards of behaviour are at the heart of a successful school so that all children make the best possible progress in their academic and personal development
- Teachers and classroom support staff must be able to teach and promote consistently good learning without undue interruption or harassment
- All children, staff, parents and governors have the right to feel safe at all times in school so there should be mutual respect between all members of the school community
- Woodhouse Primary School is an inclusive school so all members of our community should be free from discrimination of any sort. The school must therefore have a clear Anti-Bullying Policy that is known and understood by all, consistently applied, monitored and, where appropriate, incidents recorded. Measures to protect children, staff, parents and governors from bullying as a result of gender, race, ability, sexual orientation or background must be clearly set out in the policy and regularly monitored for their effective implementation
- The school's legal duties under the Equality Act 2010 in respect of safeguarding children with special needs and all vulnerable children should be identified within the Behaviour Policy and made known to all staff
- Parents and carers should be encouraged and helped to support their children's education, just as children should be taught to understand their responsibilities during their time at school and in the local community. These responsibilities are therefore outlined in the parent handbook which is reviewed and distributed annually
- Our school rules should be clearly stated in the Behaviour Policy and should set out the expected standards of behaviour; be displayed in all classrooms and throughout school; be devised, shared and explained to children. The governors expect these rules to be consistently applied by all staff and regularly monitored for their effectiveness, although it is recognised that children with multiple, complex needs may need application to be suitably differentiated
- Governors expect to see a wide range of rewards; consistently and fairly applied in such a way as to encourage and reward good behaviour in the classroom and elsewhere. These should be made clear in the Behaviour Policy and be regularly monitored for their consistent, fair application and effectiveness. However, it is recognised that pupils with highly complex needs may have an additional and/or differing range of rewards, possibly applied over a shorter time scale.
- Sanctions for unacceptable behaviour should be known and understood by all staff and children. Whilst these should be consistently applied, there must be some flexibility to enable

staff to take into account the differing needs and emotional circumstances of our children. The full range of sanctions should be clearly described in the Behaviour Policy so that children, staff and parents can understand how and when they are applied

- Governors believe that exclusion must only be used as a very last resort unless there is significant risk of harm. Unofficial exclusions are illegal and must be avoided

The governors expect the head teacher to include the following in some detail in the Behaviour Policy:

- The power to use reasonable force or make other physical contact and the situations in which reasonable force may be used (including removing disruptive pupils from class rooms or preventing them from leaving). A definition of reasonable force should be ascertained which should explain how and when a child may be restrained. Governors would then expect all staff to be trained in the use of reasonable force and restraint.
- The power to discipline outside the school gates, which covers the school's response to all non-criminal poor behaviour and bullying that occurs anywhere off the school premises. The governors must be satisfied that the measures proposed by the head teacher are lawful and that staff and children know the sanctions that can be applied in these circumstances.

Behaviour Policy

Ethos

High standards of behaviour and excellent attitudes to learning are at the heart of Woodhouse Primary School in order to ensure that all pupils make the best possible progress both personally and academically. Effective behaviour management is essential to the smooth running of our school and in the creation of an environment where everyone's rights and responsibilities are addressed. The Governors and Staff of Woodhouse Primary School believe self-discipline and self-control are the best solution to all issues of behaviour management.

Aims

This policy aims to:

- 1) Promote good behaviour, self – discipline, tolerance and respect
- 2) Encourage and enable pupils to take ownership of their behaviour
- 3) Promote the good conduct of the majority of our pupils and modify pupil conduct when appropriate
- 4) Enable our pupils to respect the rights of others within the school community
- 5) Promote a consistent approach in dealing with behaviour.

The context for the policy

To enable the policy to be effective, there are expectations of the different partners within the school community.

Staff will be expected to:-

- i. Create a safe and pleasant environment, physically and emotionally;
- ii. Supervise pupils' movement around school and in the playground;
- iii. Be *where* they should be *when* they should be ensuring the safety of pupils at all times;
- iv. Be good role models for promoting positive attitudes and behaviour;
- v. Enforce the school rules and sanctions clearly and consistently;
- vi. Treat all individuals fairly and with respect;
- vii. Form good relationships with parents and respond to parental concerns.

Children will be expected to:-

- i. Work to the best of their abilities and allow others to do the same;
- ii. Treat other children, staff and visitors with respect;
- iii. Listen to staff and respond appropriately;
- iv. Take care of property and the school environment;
- v. Co-operate with other children and adults.

Parents/carers will be expected to:-

- i. Develop good relationships with the school;
- ii. Be aware of school rules and expectations;
- iii. Support the school in implementing this policy;
- iv. Show an interest in all that their child does at school.

Governors will be expected to:-

- i. Create a physically safe and pleasant environment;
- ii. Form good relationships with staff and parents so that children can see the key adults in their lives working in partnership;
- iii. Ensure that this policy is working in practice.

School rules

The school rules are clearly displayed in each classroom and are included in the Staff, Parent and Pupil Handbooks. The school rules have been decided by pupils and staff and all classrooms will have the school rules displayed clearly. The children play an active part in discussing the school rules with their class teacher at regular intervals with the discussion focusing on the need for and the value of the rules.

Rules

The school rules have been decided by pupils and staff. All classrooms will have the school rules displayed clearly.

Around school we would like you to follow these rules:

- I will always walk along corridors inside and along outdoor paths and walkways.
- I will always line up sensibly and go in and out of school quietly.
- I will be responsible for my own property, hanging up my coat, putting my bag and lunchbox in the correct place and looking after items brought from home.
- I will show care for other people's property.
- I will help keep a quiet atmosphere in school, along corridors, in cloakrooms, toilet areas and in the hall.
- I will treat other people with the respect I expect from them.
- I will display good manners to everyone.
- I will always own up and be truthful and try to be a good friend.
- During assembly time, I will walk into the hall (and out again) in silence and sit quietly and listen to the adult who is leading the assembly.
- I should tell a member of staff if I see a visitor who isn't wearing a name badge.
- I will never open an outside door once they have been closed.

KS2

- I will only place appropriate items in my locker/bag and will never go into another person's locker/bag without their permission.
- I will set a good example to the younger children and show a caring attitude towards them.

In class:

- I will listen to the teacher and do as I am asked.
- I will put my hand up to gain my teacher's attention and not call out.
- I will try my best in all lessons and keep trying even if I find something hard.
- I will keep my tray and classroom tidy.
- I will use school equipment appropriately and with care.
- I need to be organised and remember my PE kit, swimming kit and correct equipment for lessons.

At playtimes / lunchtimes:

- I will play appropriately in the play areas.
- I will respect others when playing with footballs.
- I will treat all adults who are on duty outside with an equal amount of respect and do as I am asked.
- I will play nicely with other children and be kind to everyone.
- I should tell an adult if I see children being nasty to others.
- I should let others join in with games wherever possible.
- At lunchtime, I will put my rubbish in the bin and keep the hall tidy.

Football

- If playing football I will try to control my aim and angle to avoid hurting someone or kicking the ball over the fence.
- If I accidentally hurt someone else whilst playing football, I will make sure I check they are OK and help to pick them up.
- I will only play football when it's my year group's turn.

KS1 Pirate Ship

- I will only go down the slide forwards.
- I will climb on and off the pirate ship carefully.
- I will not play on the pirate ship if an adult has said it is too wet or icy.
- If I don't follow the rules, I will be removed from the Pirate Ship

KS2 Adventure Trail

- I will only use the Adventure Trail when it is my class's turn.
- I will make sure I only go down the slide and across the monkey bars when they are clear.
- I will not walk up the slide.
- I will only go down the slide forwards.
- I will behave appropriately and safely when I'm on the adventure trail.

Rewards and Sanctions

Positive behaviour should be self-motivated and this is best encouraged through our rewards systems – GR8, well done book, verbal praise, written praise, record cards and congratulations assemblies. Where children have to be spoken to about their behaviour, a clear structure needs to operate and be fully understood and implemented consistently by all members of the school community.

Passport to 'GR8' learning

At the beginning of the academic year, each child will be given their 'GR8 learner passport' and will be responsible for maintaining it themselves throughout the year. This system focuses on eight key skills which will empower the children to become life- long learners and prepare them for life beyond Woodhouse Primary School. 'GR8' points can be awarded by any member of staff and will be dependent on the skill that the child is demonstrating. The eight key skills are differentiated between key stages and are as follows:

KS1 – GR8 Learners are:	KS2 – Great Learners:
Explorers	Take risks
Team workers	Are independent

Determined learners	Are conscientious
Independent workers	Communicate
Communicators	Are reflective
Hard workers	Collaborate
Thinkers	Persevere
GR8	GR8

At the end of each half term, children will review their passport to highlight their strengths and set themselves targets for the following term. The child from each class who has received the most points for each individual strand will become the 'GR8' winner for that particular skill (i.e. 8 from each class) and will receive a certificate for that achievement. The half-termly reward for all 'GR8' learners will vary from term to term including activities such as a 'fun' swim and a movie afternoon.

Well-Done Book

When a member of the Woodhouse School Community has done something which is really appreciated by another member of the school community, then they have their name entered into their class Well-Done Book. Well-Done Books are displayed in each class room. The assistant administrator, will collect the Well-Done books each week and send a post card to the home of the child.

Verbal praise

The praise should focus on the reason for the praise i.e. pupil's behaviour towards another pupil; praise for achieving curricular target in writing.

Written praise

The praise should focus on the reason for the praise. (See presentation and marking policy).

Congratulations Assemblies Tuesdays 2.45 to 3.10/3.15 (Y1/2/3 & Y4/5/6 alternate weeks)

Class teachers should seek the co-operation of teaching assistants in awarding congratulations certificates. Children who are to be congratulated should, wherever possible, bring something concrete with them to the assembly.

e.g. Art work, Models, Writing, Maths. Reasons for congratulating pupils which are more difficult to expand on / discuss should be kept to a minimum. *E.g. Worked hard this week.*

Teachers should complete the Congratulations Record and keep this in their Planning File to ensure all children are congratulated and also to aid report writing. Letters inviting parents to these assemblies should be circulated as soon as the pupils have been identified.

Weekly Record Cards

Year 4 to Year 6 – (Year 3 from November/December as appropriate)

Class teachers, assisted by the office administrator, keep a record of the grades for the "Weekly Record Cards" and this is used to identify pupils who are eligible for the Excellence Assembly. Pupils are awarded a grade of excellent, good, satisfactory or disappointing for behaviour and effort in class and good or disappointing for behaviour out of class. This will be explained to pupils regularly so they are clear regarding expectations and the purpose of the system

KS2 Record Cards - Guidelines for reporting pupil behaviour to parents

- Children in Year 3 will be given record cards from November / December onwards
- Children in Year 4 to Year 6 will be given record cards from the first complete week in the term.
- Where children are taught by more than one teacher, all teachers will provide input as necessary along with any feedback from the teaching assistants and swimming staff.
- Class teachers will record outcomes on the agreed proforma in their planning file and the office administrator will complete the individual record cards each week
- The outcome will be reported to parents on the weekly record card.
- Where a disappointing is given, the teacher should make a note in their behaviour book and ensure the child is aware of why they have received a disappointing.
- Where a satisfactory is given, the child's attention should be drawn to the reason why, but this does **NOT** need to be entered into the class behaviour book but staff may deem it appropriate to do so.
- Where PE kit is forgotten the following guidelines will be used:- Once satisfactory, twice disappointing and thrice 'The Room for Improvement'. However, teachers should use their discretion with pupils who are deemed to be more vulnerable than others.
- Those children who consistently exhibit good behaviour can be rewarded, and those falling short of the expected standards can be encouraged to improve during the following week.
- Those children attaining excellent in all aspects throughout the half term will be presented with a certificate of excellence in a special assembly to which their parents will be invited.
- **Parents may opt out of receiving the record cards should they so wish but a record of the pupil's behaviour will still be kept by the classteacher.**

At the end of each year these records are to be sent to the Management Office and kept.

Excellence Assembly

Those children who have maintained the highest grades throughout the half-term on their record cards **and** had no holiday absence, or only one half day, are presented with certificates in the Excellence assembly to which their parents are invited.

When pupils' behaviour falls short of our expectations, the necessary sanctions are imposed.

For Key Stage 1 - These include:-

- Sending a behaviour slip (Oops' letter) home with the child; NB this should result in the child's name being entered in the behaviour book
- Writing a child's name in the class behaviour book (see above);
- Reflection time with a KS1 member of the Leadership Team –from 12.10 to 12.25 pm;
- Removal from their class to another class;
- Daily individual behaviour monitoring involving class teacher and the child's parents;
- Daily individual behaviour monitoring which involves the class teacher, the head teacher and the child's parents;
- Exclusion from school.

For Key Stage 2 – These include:-

- Writing a child's name in the class behaviour book;
- The weekly record card (Y3 from October half term onwards or thereabouts);
- Daily individual behaviour monitoring involving class teacher and the child's parents;

- Daily individual behaviour monitoring which involves the class teacher, the head teacher and the child's parents;
- Removal from their class to another class;
- Room for Improvement – loss of playtime for reflection time
- Exclusion from school.

These sanctions are supported by the WOW board and traffic light systems

Unfinished Work

If a child does not complete his / her work in the time reasonably allocated, the teacher (and pupil) concerned **must** take responsibility for the work being finished. The teacher should supervise the child over playtime / lunchtime whilst the work is finished.

Children must **never** be left in the classroom unsupervised.

Bullying and Racial Harassment

Staff will need to be alert to signs of bullying or racial harassment and will report such incidents to the Head and follow school procedures for dealing with such incidents. See Anti Bullying policy

Additional Needs

This is a policy for all children and adults in the school. However, we must be realistic and acknowledge that there may be a small number of children who from time to time do not respond to a positive approach due to external factors severely affecting their behaviour. In such circumstances it is important that staff do not feel they have failed.

Children with additional needs regarding their behaviour require individual and specific attention. This is addressed through the school's arrangements for special needs. All staff receive information and advice regarding the child's needs during update meetings.

Professional development

Staff will be made fully aware of issues and skills involved in behaviour management through:-

- Whole staff meetings;
- INSET days;
- Staff communications;
- Advice from outside agencies

Power to use reasonable force

Staff have a duty of care towards all pupils at the school and although, restraint is to be used only when absolutely necessary, it is justified when:

- There is a likelihood of a pupil injuring themselves or others;
- There is a likelihood of serious damage to property;
- There is serious and repeated disruption to teaching and learning and the good discipline of the school is threatened.
- If an injury occurs as a result of positive handling, it cannot be assumed that the injury is due to staff malpractice.

Senior leaders may also use such force as is reasonable given the circumstances, to search without consent for inappropriate items identified in the DFE document 'Searching, screening and confiscation' February 2014

Powers in respect of pupils' behaviour outside of school

- Teachers have the power to discipline pupils for misbehaving outside of school premises 'to such an extent as is reasonable.'
- Teachers therefore have the power to punish misbehaviour when the pupil is taking part in any school-organised or school-related activity; travelling to or from school; wearing school uniform in some way identifiable as a pupil at Woodhouse Primary School.
- The headteacher has the power to punish misbehaviour outside school at time (whether or not the conditions above apply) that could have repercussions for the orderly running of the school; poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.
- In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member

Appendix 1

Behaviour modification system

Occasional lapse

- For an occasional lapse in acceptable behaviour children will be verbally reminded of the need for appropriate behaviour.
- Where this reminder is not heeded, the member of staff will warn the child that their name will be entered into the class behaviour book.
- Where the warning is not heeded the child's name will be entered into the class behaviour book.
- Should a child's name be written in the behaviour book repeatedly for minor offences or once for more serious offences, then the child will be asked to reflect on their behaviour.
- Aggressive behaviour should not be tolerated and this should be made clear to pupils
- Reflection time for infant children will be supervised by a member of the Leadership Team who is also an Infant class teacher during 12.10pm to 12.25pm.
- Reflection time for junior children will be supervised by a member of the Senior Leadership Team in the 'The Room for Improvement' (Room 13) during second morning playtime.
- The child undertaking reflection on their behaviour should take their class behaviour book along with them.
- The child's name, along with a short description of the misdemeanour, should be entered in the behaviour book. There should also be a description of action taken, signed by the adult recording the incident and action.
- The member of the SMT supervising 'The Room for Improvement' will speak with the child and make comment in the behaviour book.
- The teacher should ensure that the comments are read and the child's Friday record card should reflect this misdemeanour.

- However if a child's behaviour is seen as totally inappropriate or dangerous, the child's name should be entered in the behaviour book and the child sent to 'The Room for Improvement'.

Persistently inappropriate behaviour

If a child persistently displays inappropriate or unacceptable behaviour and has been through the system above then the teacher should move the child onto individual monitoring sheets. However if the child has SEN, the teacher will need to act with some flexibility.

Procedures to follow if it is suspected a pupil has left the school site without permission:

- A member of staff will alert the person in charge of the school
- If there is no doubt that the pupil has absconded, staff will not chase the pupil as this could lead to the pupil acting impulsively and causing harm to themselves, or others. Instead, staff will follow at a safe distance and aim to keep the pupil within view. The school will contact the pupil's parent/carer to inform them and call the police if safety is compromised.
- If the pupil appears to be missing but there is no evidence that they have left the site, a quick but thorough search should be conducted before parents/police are informed. If the pupil returns of their own volition, parents will be informed.
- If practicable, the pupil who has absconded should be brought back to school the same day. The parent, child and head teacher will discuss the issues and consequences.
- Should the pupil continue to abscond, the head teacher may consider a fixed term exclusion and if repeated this may lead to a permanent exclusion from school on the grounds of welfare and safety,
- If the pupil has a particular emotional need, identified on a EHC plan, which may contribute to such behaviour, a risk assessment will be devised and shared with all staff

Individual Monitoring 1

- The teacher informs the child that his/her behaviour is to be individually monitored and also informs the Head.
- The teacher explains to the child what he/she needs to do to modify their behaviour and writes this as the behaviour target on top of the monitoring sheet.
- The teacher negotiates with the child the target number to be aimed for. This should be achievable whilst challenging. (Each session to be monitored can bring from 1 to 5 points. Children should not be expected to achieve 5/5 in every session. Be realistic!) Any sessions not to be monitored (e.g. break times) should be marked with a cross.
- At the start of each session the child gives the monitoring sheet to the teacher.
- At the end of the session, points are awarded relative to the child's target behaviour.
- At the end of the day the child and the teacher total the points scored.
- If the target is achieved by the end of the day and the teacher and child are confident that this can be maintained, then the child's behaviour is no longer monitored formally.

Individual Monitoring 2

If the target is not achieved:-

- The child continues with the above and brings the sheet to the attention of the headteacher /deputy at the end of the school day.

- The child continues to have his/her behaviour monitored for 2 or 3 days.
- A letter is sent home informing parents that their child's behaviour is being internally monitored.

Headteacher Individual Monitoring

In extreme cases where there is insufficient improvement after 2 or 3 days and after renegotiating targets, the Headteacher will take over the role of monitoring the child's behaviour and negotiating targets for improvement.

This monitoring will be as follows:-

- Behaviour monitoring is recorded on Headteacher Individual Monitoring Sheet.
- The child reports with their sheet to the Headteacher at 8.55.
- The Head and child negotiate the target number to be aimed for. This should be achievable whilst challenging. (Each session to be monitored can bring from 1 to 5 points). Children should not be expected to achieve 5/5 in every session. Be realistic!) Any sessions not to be monitored (e.g. break times) should be marked with a cross.
- At the **start** of each session the child gives the monitoring sheet to the teacher.
- At the end of the session points are awarded relative to the child's target behaviour.
- The child brings the monitoring sheet to the Headteacher at the end of each session which has been monitored e.g. 10.05, 11.15, 12.25, 1.15 and 3.15.
- At the end of the day the child and the Headteacher total the points scored.
- A copy of the monitoring sheet is sent home for the Parents to make comment on, sign and return to school.
- If there is still no improvement a letter is sent to the child's parents to inform them of the situation and invite them to contact school to arrange an appointment to discuss their child's behaviour.
- All completed sheets are kept in the Head's office for one term and then transferred to the child's own folder in the general office.

Home / School review

If Headteacher's monitoring fails to rectify the problem the Headteacher will make personal contact with the child's parents. Each incident will be treated separately and each child will be treated as an individual. If deemed appropriate, the child would be placed on the Additional Needs/SEN register and an IEP put in place. External agencies would be involved as necessary.

Points for staff to remember

- Deal with the primary behaviour causing the problem.
- Ask the child to reflect on their behaviour. If you or the child is in a temper allow cooling down time.
- Avoid confrontation wherever possible and aim to diffuse the situation.
- Use child friendly language – Was that a good idea or a bad idea?
- Was your behaviour fair to others? Give the child a way out.
- Where necessary explain why the behaviour is unacceptable. Keep it short. Allow the child the opportunity to apologise if he/she so wishes.
- Remember it is the behaviour that you are disapproving of. The child still needs to know that he /she is valued.
- Do not to use the expression, "Naughty boy / girl, " or even worse "bad girl / boy" or "stupid".

In order to promote inclusion, the school implements carefully structured leadership and curriculum policies designed to:

- focus on improving the quality of teaching and the provision of an appropriate curriculum that engages pupils
- track academic and social development, and make good use of this information to help pupils improve and manage their behaviour
- provide systematic training for senior managers, teachers and assistants in behaviour management and in child development
- review links with parents
- underline the need for consistency among staff in the way expectations of behaviour are set and maintained.
- achieve community cohesion outcomes.

Exclusion

Exclusion procedures may be instigated where the safety of the pupil, or other members of the school community or school property is put at risk because of:

- Cumulative disruptive behaviour
- Violence towards staff/pupils/property
- Verbal abuse towards staff/pupils
- Drugs/substance misuse
- Sexual or Racial misconduct

These instances are not exclusive, nor exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

A decision to exclude will only be taken in response to serious breaches of the school's behaviour policy and if allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

- The Head Teacher, in the first instance, will decide on the type and length of exclusion.
- Consideration will be given to children who present with additional needs and the Headteacher will endeavour to avoid excluding permanently children who present with additional needs or those who are Child Looked After (CLA)
- Pupils who are excluded should be collected by parents/carers and not allowed to leave the school site until this happens
- The Head Teacher will inform the LA if a child is permanently excluded or if exclusions result in more than five school days in a term.
- All fixed term exclusions will be reported to the governing board and LA once per term
- If a child is a CLA or a pupil on a Child Protection plan the Virtual School Head/Lead Social Worker should be informed throughout the process
- The school will set and mark work provided for the first five days of a period of exclusion, unless alternative provision is in place. Alternative provision must be in place from the sixth day.
- Following any period of exclusion there must be a strategy for reintegration and managing future behaviour
- *The Governors' Discipline Committee will consider any representation from parents and meet within 6-15 days. For exclusions over 6 days, the parent and the LA will be invited to the meeting by the Clerk to the Governors (in writing).*