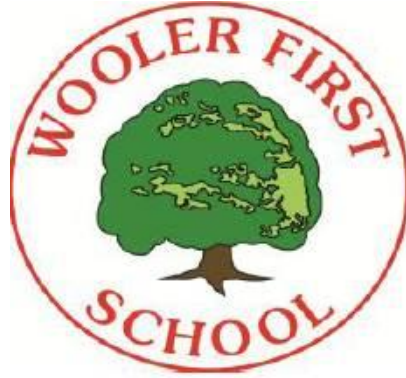


Wooler First School



07 - PUPIL BEHAVIOUR & DISCIPLINE Policy

Revised: 31.03.2022

Chair of Governors: David Wilson

Signed:

Date of next Review: 01.05.2023

Behaviour Policy

Aim

At Wooler First School we expect the highest standards of behaviour possible within each child's capability, maturity and context in which they are operating.

Through this policy we aim to:

- Promote a positive, caring and supportive whole school ethos which values and fosters the contributions of all
- Develop self-esteem and self-discipline
- Promote understanding of and respect for others and a regard for their safety and well being
- Provide a consistent approach to behaviour by all adults working across the school
- Promote children's respect for the environment, their own property and the property of others
- Foster positive values including honesty, trust, fairness, courtesy, tolerance and compassion
- Promote children's spiritual, moral, social and cultural development throughout their school life.

Intention

Good behaviour arises from positive attitudes and this principle underpins our approach to behaviour and discipline.

We aim to encourage:

- High standards of politeness and courtesy
- Respect for other people, children as well as adults
- Respect for views, race, culture, beliefs and property
- Children to try their best in everything they do
- Children to get on well with each other by listening to what others have to say and helping each other and staff where possible
- Respect for property of school and others and the wider environment
- Orderly and attentive behaviour in class
- Calm and considerate behaviour at playtime and lunchtimes

Staff, parents and governors can help encourage these behaviours by:

- Giving children praise and celebrating it with others
- Rewarding children using class or school incentives
- Displaying good work
- Being consistent in their approach and following up poor behaviour with an appropriate consequence.
- Using the traffic light approach where appropriate.
- Acknowledging those pupils who always demonstrate exemplary behaviour.

Behaviour in school is the responsibility of the whole school community, including children, parents, teaching assistants, helpers, lunchtime supervisors, administration and site staff, governors and teachers and all should feel confident in emphasising what is and what is not acceptable behaviour.

All staff, teaching and non-teaching will:

- Provide children with positive role models
- Set high expectations of behaviour and ensure they are explained to the children
- Show mutual respect to children
- Establish clear and consistent boundaries by using clear directions, positive recognition and sanctions
- Be fair and consistent in their approaches

We will teach children appropriate social and moral behaviour and self-discipline through the integration of personal, social and moral education into the school curriculum, thematic assemblies and through individual, group and whole class discussions.

At Wooler First School our five golden rules are:

- Be kind, gentle and helpful
- Listen carefully
- Be honest
- Work hard
- Look after property and each other

In addition to this, at the beginning of each academic year, each class discusses and devises their own rules and displays them alongside the whole school rules in their class room.

As a school we understand that negative behaviour results when a child's needs are not met, they are unhappy, they don't understand or when they experience a very different standard of behaviour at home. As a school we acknowledge that to punish poor behaviour and ignore the reasons behind is ineffective, however we also recognise that children need clear boundaries and sanctions in order to understand the importance of making good behaviour choices.

In cases where children are identified by staff as having a particular social and emotional need an appropriate support plan aimed at improving behaviour and resilience will be created.

Children who do not follow school or class rules will be reminded by an adult of how to either through an example or through the use of a short instruction followed by thank you. If this is unsuccessful they will then be reminded again and given a warning, if reminded a third time an appropriate sanction will be put in place.

Sanctions for the child will be decided by the class teacher and could include:

- Missing playtime/lunchtime
- Time away from or missing choosing time/favourite activity
- Time away from or missing Forest School time
- Making good any damage caused
- Writing a letter of apology

Should a child persistently make a poor behaviour choice or should a child make a behaviour choice which includes physical violence, aggression, fighting, swearing or insulting behaviour towards other

children or staff then that child will be taken to see the head teacher or deputy head. Parents will be informed and sanctions used as appropriate. This behaviour will be logged in the behaviour log.

For children with SEND or specific behaviour needs the class teacher will write an individual behaviour plan. This plan will be shared with parents and followed by staff when dealing with the named child's behaviour.

Our behaviour policy emphasizes early de-escalation strategies and consistent use of positive behaviour support. If a child displays challenging behaviour and is a risk to themselves, staff or another child it is our duty of care to keep them safe. We will follow a Physical Intervention Plan but only if de-escalation strategies have been used and it is absolutely reasonable and necessary.

When there is an incident of challenging behaviour we assess the situation and take action that will keep all pupils and staff safe. Only if de-escalation strategies have been used and it has been assessed as absolutely necessary do staff use Physical Intervention to guide a pupil to a designated safe area within school where the pupil can calm down in their own time.

All staff have had de-escalation training and understand the need to stay calm and in control during these incidents. Once an incident has occurred staff start a log book to look for any patterns or triggers and to prevent any further incidents.

Use of Reasonable Force (DFE 2013)

What is 'reasonable force'? The above document states that reasonable force covers a broad range of actions used by most teachers at some point in their career that involves a degree of physical contact with pupils.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence and injury. 'Reasonable in the circumstances' means using no more force than is needed. Further information can be found at www.gov.uk/government/publications/use-of-reasonable-force-in-schools.

In the event of a serious behaviour incident the Headteacher will decide on the next stage of the procedure. This could be:

- Fixed term exclusion
- Permanent exclusion

The Headteacher will inform the Chair of Governors and members of the governing body will be informed as appropriate. The school will follow exclusion procedures as identified in local authority guidance.

Parents will be involved and will be asked to give their guarantee that they will work with the school to prevent the unacceptable behaviour happening again. The Head teacher and the governors retain the right to ask parents to keep their child at home during the lunchtime period if difficult behaviour only occurs at this time.

The Head teacher may also, in extreme circumstances, exclude a pupil without prior completion of all the above stages, with parents having the right to appeal to the governing body. Behaviour, discipline and exclusions will be reported to the Governing Body regularly.

Tackling Extremism and Radicalisation Policy – PREVENT

Wooler First School is fully committed to safeguarding and promoting the welfare of all its pupils. Every member of staff recognises that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. The tackling of extremism and the Radicalisation Policy sets out our beliefs, strategies and procedures to protect vulnerable individuals from being radicalised or exposed to extremist views, by identifying who they are and promptly providing them with support.

Our Behaviour Policy should be read alongside our Tackling Extremism and Radicalisation Policy.

At least once every school year this document should be brought to the attention of all parents, employees and anyone engaged to provide their services to school. The rules, incentives and sanctions are regularly shared with the children.