

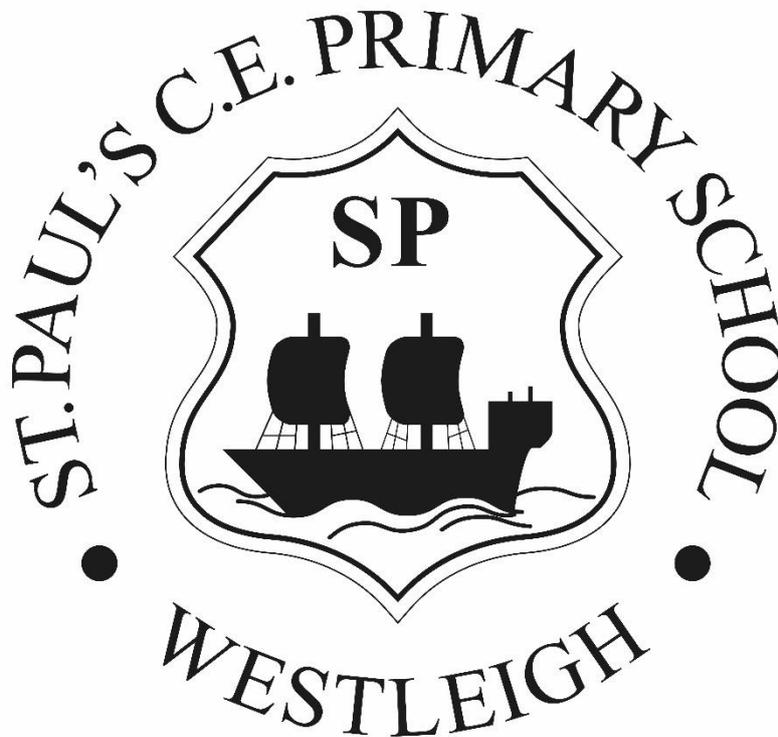
**WESTLEIGH ST. PAUL'S  
C.E. PRIMARY SCHOOL**

**SCHOOL STREET**

**LEIGH**

**GREATER MANCHESTER**

**WN7 5JN**



**Behaviour and Discipline Policy**

*Working together, playing together!*

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## 1. Our Mission

“Westleigh St. Paul’s C.E. Primary School is committed to the provision of a high quality education for all its pupils, designed to ensure that they can realise their individual potential within a Christian framework. “

Our mission statement affirms our beliefs and is the foundation of everything we do here at Westleigh St Paul’s C.E. Primary School. As a caring community, we aim to create an environment which promotes and reinforces good behaviour and positive attitudes.

Without mutual respect and discipline, a broad, balanced and differentiated curriculum becomes impossible. This policy is therefore designed to encourage the way in which all members of the school family can work together in a mutually supportive way.

## 2. Aims of the Policy

- To encourage a calm, purposeful, happy and welcoming atmosphere within the school.
- To promote a positive ethos in the school through a shared understanding of our rules.
- To create a consistent environment in which good behaviour is expected, encouraged and recognised, in which everyone feels valued, happy and safe.
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To help pupils develop self-respect, self-control and accountability for their behaviour.
- To further promote self-esteem through success, positive relationships and awareness of how our behaviour impacts on us and others.
- To encourage a positive partnership between home and school.
- To ensure that all stake holders (staff, pupils, parents/carers, governors and visitors) have a shared understanding of our policy and procedures with regards to managing behaviour.

All children are individuals and our main aim is to develop the full potential of every child. We believe in reinforcing the positive achievements of our children in all aspects of life: personally, emotionally, socially and academically. We are an inclusive school and aim for every member of our school community to feel valued and respected, regardless of sex, race, social or religious background.

## 3. What we mean by Good Behaviour?

At Westleigh St Paul’s to ensure our school community is safe and promotes an environment that enables high quality teaching and learning to take place, we have devised some very clear and simple whole school rules.

1. Listen.
2. Do what you are asked.
3. Work and play well with others.
4. Learn as well as you can.

To achieve these rules we expect children to:

- Follow instructions the first time they are given.
- Keep their hands, feet and objects to themselves.
- Call everyone by their correct name.
- Carry out their work to their best standard in the time given.
- Move around the school in an orderly manner.
- Take care of all property in school and in the school grounds

## **4. Individual Needs**

Some children do experience difficulties in conforming to school rules at times in their school life. Although we do not condone misbehaviour, we appreciate that children can have educational or significant social and emotional difficulties at some stage of their time at school and they need to be treated with care and consideration to help them overcome these.

We aim to provide a high level of pastoral care for all our children and for individuals who are experiencing challenges. In certain cases we may devise an individual strategy that contains explicit rewards and sanctions tailored to the needs of the individual.

## **5. Positive Strategies used at Westleigh St Paul's**

Our behaviour policy focuses on positive behaviour management and as part of this we use a wide range of strategies which include:

- Celebration assembly every Thursday morning
- Class Dojos leading to bronze, silver, gold and Head Teacher awards
- Additional break times for the classes with the most Class Dojos and best weekly attendance
- Star of the Week
- Verbal praise and positive recognition
- Stickers – either worn by child, or collected on a chart or card
- Positive recognition to parents in pupil's diary
- Showing work to another adult/class/Head Teacher
- Good behaviour notes sent home to parents
- Certificates
- Postcards of Praise
- Phone call home or spoken to in person
- Golden Time
- What have I done well? – Positive praise card

**At St Paul's we never take away a reward once it has been given.**

## **6. Curriculum and Classroom Management**

Alongside positive relationships, we are aware that good classroom organisation and effective teaching methods are key to good behaviour and that the provision of a high quality curriculum through interesting and challenging activities positively affects behaviour. A welcoming and secure classroom environment gives clear messages to the children about the extent to which they are valued as individuals, as are their efforts.

The learning environment will be organised to promote and develop independence and individual initiative, whilst minimising disruption and uncertainty. This includes the arrangement of furniture and suitable access to resources and learning materials. Displays aim to be current, lively and help develop self-esteem through demonstrating the value of every individual's contribution.

## **7. Rights and Responsibilities**

**Everyone in our school has the right to:**

- Learn
- Be respected
- Be safe

## **Responsibilities**

### **Head teacher**

- To be a good role model
- To promote positive behaviour and respect
- To prevent bullying (race, religion, culture, sexist, SEN, disabilities, homophobic and cyber)
- To maintain and make public the behaviour policy:

“The legal requirement on school leaders and governing bodies to ensure that their behaviour policies are reviewed regularly and that staff, pupils and parents are involved in the process is extremely important and must be observed.” (Steer Report rec. 7).

- To effectively communicate the Behaviour Policy on an annual basis to pupils and staff.

### **Staff and Governors**

- To model good behaviour and positive relationships
- To create a positive climate with realistic expectations
- To emphasise the importance of values and being valued
- To provide an effective teaching and learning environment
- To encourage positive relationships based on kindness, empathy and respect
- To ensure fair treatment for all
- Show appreciation of the efforts and contributions of everyone
- Governors will monitor behaviour including the rate of pupil exclusions

All teachers, support staff and lunchtime assistants are responsible for the modelling of good behaviour, positive relationships and dealing with incidents around school.

### **Pupils**

Children are expected to follow the school rules and classroom codes of conduct, showing respect for everyone in our school community. The school council will play an important role in communicating and reviewing aspects of the behaviour policy.

### **Parents/ Carers**

Parents have a vital role to play in their children’s education through supporting their child’s learning and co-operating with the school. We are very conscious of the importance of good communication between home and school. Thus, the school aims to work collaboratively with parents, so children receive consistent messages about how to behave at home and at school. It is important for all adults on school site, including parents, to model positive behaviour at all times and in particular in their interactions with each other.

## **8. Home-School Agreement**

The school’s rules, rewards and sanctions systems are displayed around the school and set out in the school prospectus. If a member of school staff has concerns about a child’s welfare or behaviour, parents/carers will be contacted as outline above. If the school has to use reasonable sanctions as the result of unacceptable behaviour, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. The Deputy may then be involved, then the Head Teacher and, if the concern remains, they should contact the school governors.

We expect parents to behave in a reasonable and civilised manner towards all school staff, as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect. It should also be noted that parents should behave in a civilised manner with each other on school property. Incidents of verbal or physical aggression to staff by parents/carers of children in the school will be reported immediately to the Head Teacher and/or Governors, who will take appropriate action in line with Local Authority policy.

## 9. PSHEC and R-Time

We provide a well structured PSHEC and R Time curriculum which explicitly teaches about behaviour management, team building etc and underpins our CAN DO culture. Our work on growth mindsets further develops these skills whilst encouraging persistence and resilience both in and out of the classroom. Additionally worship provides opportunities for reflecting on behaviour.

## 10. Consequences for unacceptable behaviour

Despite positive responses as a means of encouraging good behaviour, it may be necessary to employ a number of consequences, if unacceptable behaviour escalates, to enforce the school rules and to ensure a safe and positive learning environment.

We operate a hierarchy of corrective interventions and consequences, working from the least to most intrusive. The hierarchy is made explicit to the children as is the link between the behaviour and consequence. A variety of low level intervention strategies are used initially, such as non-verbal signals, reminders and close adult proximity to re-direct and encourage children to stay on track. If the inappropriate behaviour persists, then the consequences are presented to the child as a choice to help teach children that they are responsible for their own behaviour.

The following consequences will be used for increasingly inappropriate or continued disruptive behaviour, however extreme behaviour, such as physical aggression towards others, will result in immediate removal from the classroom. The emphasis at any stage is on the child being re-engaged in the lesson and their learning as soon as appropriate.

1.	Chance	Verbal reminder of the expected behaviour.
2.	Warning	A verbal warning is given with displeasure in the voice and a reminder of the consequence/ sanction to be given.
3.	Action – Yellow Behaviour (See appendix 2)	The child's name is now moved to the yellow circle on the classroom behaviour chart. The consequence/sanction is given which is the loss of 5 minutes of playtime or 5 minutes of standing at the wall if the behaviour occurs on the playground. The member of staff applying the consequence then records the incident on the school behaviour management computer software to ensure the Pastoral Team and Senior Leadership Team are aware.
4.	Buddy Classroom	If unacceptable/ disruptive behaviour continues, the child is sent to a buddy classroom to complete their work. This results in the loss of 10 minutes of playtime or 10 minutes of standing at the wall if the behaviour occurs on the playground. The member of staff applying the consequence then records the incident on the school behaviour management computer software to ensure the Pastoral Team and Senior Leadership Team are aware.

5.	Red Behaviour (See appendix 3)	If a child refuses to go to a buddy classroom or is involved in extreme behaviour such as physical aggression to another person or complete disrespect to staff, the child will be immediately removed from the classroom by a member of staff. A period of timeout will be had by the child to ensure they understand the reason for the removal and also to ensure they are appropriately calm to re-enter the classroom. In more serious cases the Pastoral Manager will remove the child and supervise the timeout period.
6.	Exclusion	Cases of continual unacceptable behaviour or serious verbal or physical aggression may lead to a fixed-term exclusion, or on rare occasions, may take the form of a permanent exclusion, in accordance with School's Exclusion Policy.

### Persistently Poor Behaviour

If behaviour is persistently poor other strategies are implemented to encourage good behaviour.

1.	Class Teacher Report – White <ul style="list-style-type: none"> <li>• 2 'Red' behaviours in a week</li> <li>• 4 'Yellow' behaviours in a two week period</li> <li>• Combinations of 'Red' and 'Yellow' behaviours</li> <li>• Class teacher feels a child would benefit from a reminder of rules.</li> </ul>	Up to 3 targets are given to focus on correcting behaviour. These are agreed with the child. Parents are informed by letter, of the report and the targets. Each teaching session the class teacher decides if the targets have been met and reward/sanction as agreed with the child. The report is for 2 weeks in the first instance. This is then reviewed and ended, repeated or escalated dependent on how regularly targets have been met.
3.	Pastoral Manager Report – Orange	If a Class Teacher Report has not resulted in the necessary improvement in behaviour, the above procedure will be repeated with the Pastoral Manager.
4.	Head Teacher Report – Red	If a Pastoral Manager Report has not resulted in the necessary improvement in behaviour, the above procedure will be repeated with the Head Teacher.
5.	Pastoral Support Plan	If behaviour has not improved despite the above interventions it will be necessary to refer to the local authority Behaviour Support Team.

### Other strategies for poor behaviour

- If incidents of poor behaviour only occur on the playground, a Playground Report Card will be employed and targets set to help improve behaviour during unstructured times.
- Referral to the SENCo to ascertain if there are underlying educational needs.
- Use of Boxall profiles to create individualised learning plans.
- Internal interventions including 1:1 and small group sessions to provide the child with strategies to de-escalate their behaviour.
- Referral to TESS (Targeted Educational Support Services) for further assessment for education needs and social, emotional and mental health needs.

- Referral to the authority Behaviour Support Team if there are specific needs to be addressed such as anger management.

### **Fixed Term and Permanent Exclusions**

Extreme behaviour, such as violence to pupils or staff, or persistent disruptive and challenging behaviour may lead to pupil exclusion. Only the Head Teacher (or the acting Head Teacher) has the power to exclude a child from school. The Head Teacher may excluded a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head Teacher excludes a child, she or in her absence, the Pastoral Manager, will inform the parents as soon as possible, giving reasons for the exclusion. At the same time, it will be made clear to the parents that they can appeal against the decision to the Governing Body and how to do so through the letter of exclusion.

The Head Teacher informs the Local Authority and the Governing Body about any permanent exclusion or fixed-term exclusions. The Governing Body itself cannot either exclude a child or extend the exclusion period made by the Head Teacher. However, the Governing Body has a discipline committee whose role is set out in strict guidelines whenever a child is excluded from school. The school also has an exclusion policy.

## **11. Playtimes and Lunchtimes**

At play and lunchtimes we aim to provide a range of activities to engage children in positive play with their peers. This includes the play equipment for each key stage and structured games/ activities, with the focus on co-operative play, good communication and teamwork. Taking on the role of Play leaders, Year 6 pupils have the opportunity to support KS1 children during play and lunch times. When conflict arises, pupils are encouraged to use peaceful problem solving and resolution strategies, which are developed through PSHEC and R-Time activities, and reinforced with individuals/groups as appropriate.

Teaching staff will collect children from the playground following break times to ensure a smooth and calm transition to the classroom.

Consequences for poor behaviour exhibited on the playground are the same as in the classroom.

## **12. Recording, Monitoring and Evaluating Behaviour**

Behaviour in school will be recorded, monitored and evaluated on an individual, year group and whole school basis. Progress towards individual targets will be recorded on individual behaviour education plans. The Leadership Team will monitor behaviour and evaluate the impact of this policy through:

- Behaviour records
- Informal observations
- Formal lesson observations
- Liaison with pupils, staff and parents

### **13. Searching Pupils and their Possessions**

In line with government policy and guidance, the Head Teacher (or Deputy Head/senior member of staff in charge in their absence), has the power to authorise a search of pupils and/or their possessions, without their consent if there are reasonable grounds in doing so, for example, where the pupil is suspected to have alcohol, controlled drugs, stolen goods or weapons.

Where possible the search will be carried out by a member of staff/PCSO of the same sex as the pupil with another member of staff of the same sex in attendance. In exceptional circumstances (“**only** where [staff] reasonably believe that there is a risk that **serious harm** will be caused to a person if [they] do not conduct the search immediately and where it is **not reasonably practicable** to summon another member of staff”), school staff have the authority to search a pupil of the opposite sex without another member of staff in attendance (DfE Screening, Searching and Confiscation: Advice for Head Teachers, Staff and Governing Bodies, April 2012).

In addition, staff can instruct a pupil to turn out their pockets, and impose sanctions should they refuse to do so. In situations where there is a risk to the health, safety and well-being of members of the school community, the police will be called on for support.

### **14. Mobile Phones**

The use of mobile phones by pupils is prohibited on school premises. This includes the school playground before and after the school day. If a child is seen using their phone it will be confiscated and an adult will be asked to collect it.

The taking of photographs and videos on school premises, other than by school staff, is also prohibited.

We recognise that for safety reasons pupils will bring mobile phones to school. In these cases phones will be handed in to the office at the start of the school day and returned at the end of the school day.

### **15. Retention**

The school have the power to confiscate items from pupils which are not allowed on school premises e.g. chewing gum. Any item which poses a threat to the health, safety and well-being of the school community will be confiscated and disposed of appropriately.

### **16. Use of Reasonable Force**

School staff can use reasonable force to restrain or control a pupil, where necessary to prevent injury to self, another pupil or property or to maintain order and discipline (eg. Where a pupil refuses to leave the classroom when asked to do so).

Most members of staff in school have completed “Team Teach” positive handling and restraint training. Team Teach promotes the deployment of de-escalation strategies, and equips staff with restraint techniques to manage behaviour where pupils are at risk of harm to self or others. Incidents where a member of staff has used force to control or restrain a pupil will be recorded and reported to the Head Teacher.

### **17. Discipline beyond the School Gates**

If the children are under the lawful control or charge of a member of staff the school’s policy for behaviour and discipline applies.(see policy for pupils on school trips )

## **18. Monitoring and Review**

To ascertain its effectiveness, the Head Teacher will continuously monitor the policy, reporting any concerns or issues to the governors, and making any recommendations which will inform reviews and future policies.

The governing body will review this policy every two years following consultation with staff, pupils, parents and carers. Governors may request an interim review to bring the policy in line with changes in government legislation, and/or to follow recommendations of how the policy could be improved.

## **19. Links to Other School Policies**

This policy should be read in conjunction with the Anti-bullying, Teaching and Learning, SEN, PSHEC, Equal Opportunities, and Exclusions Policies.

This policy has been developed in line with current legislation and DfE guidance.

# Appendices

## 1. Positive Praise Card



What have I done well?



Name:

Class:

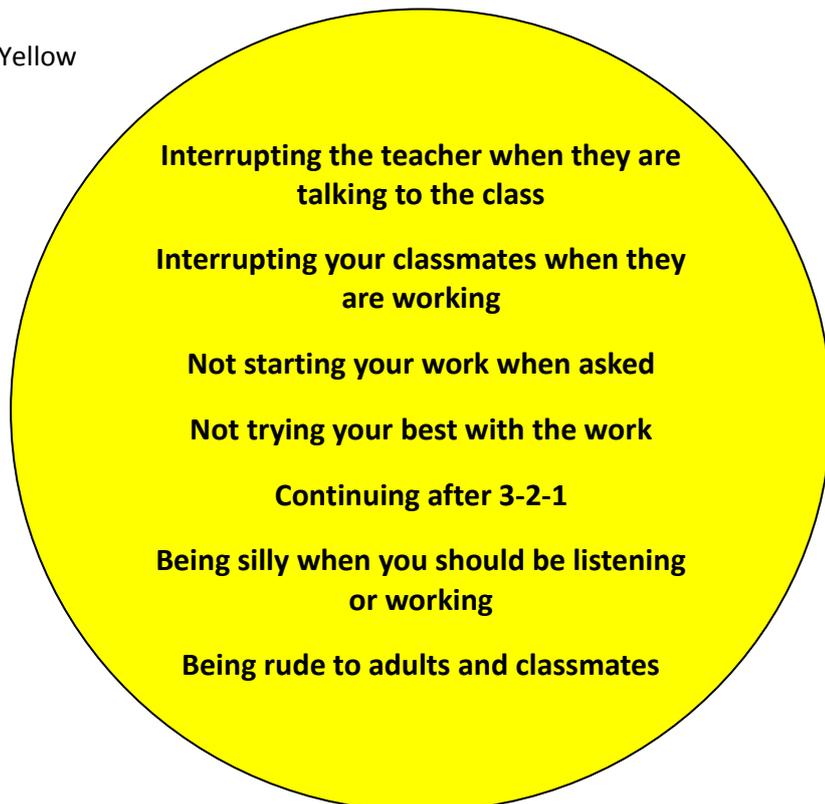


	Monday	Tuesday	Wednesday	Thursday	Friday
Morning					
Lunch					
After-noon					
Comment from home					

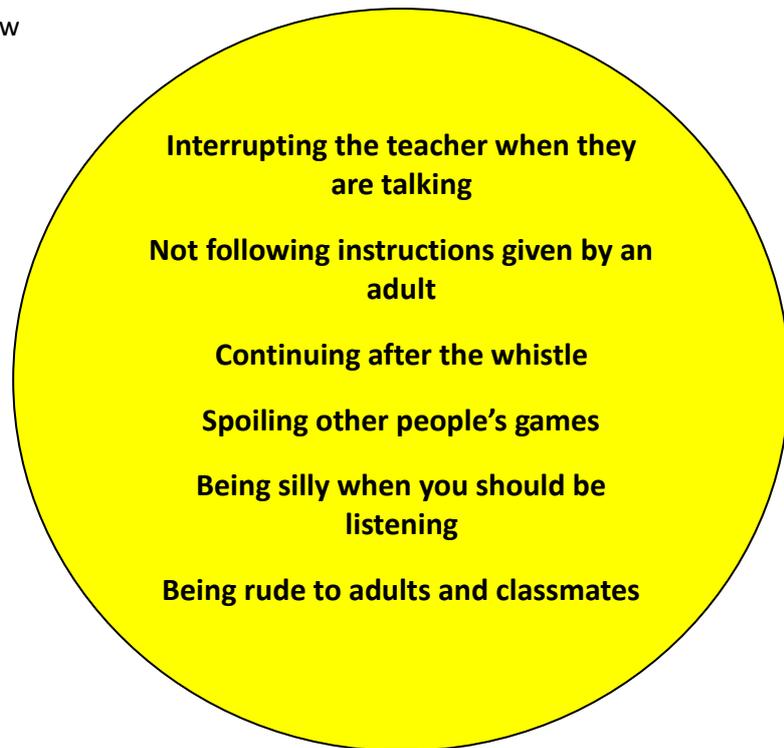


## 2. Yellow Behaviours

### 2.1 Classroom Yellow



2.2 Playground Yellow



3. Red Behaviours



4. Red Behaviour Letter to Parents



WIGAN METROPOLITAN BOROUGH...  
...  
WESTLEIGH ST. PAUL'S C.E. PRIMARY SCHOOL...  
SCHOOL STREET...  
LEIGH...  
LANCS...  
WN7 5JN



Tel: 01942 672611  
Fax: 01942 608481

**Headteacher Mrs J. Hankinson BA QTS (Hon) NPQH**

E-mail: [enquiries@admin.westleighstpauls.wigan.sch.uk](mailto:enquiries@admin.westleighstpauls.wigan.sch.uk)

Dear Parents / Carers,

Unfortunately, it has been necessary for your child/children to receive consequences, in line with our behaviour policy, for their actions today ( / / ). The reason for this is:

This incident has been logged and as Pastoral Manager, I will be monitoring the behaviour of your child, along with your child's class teacher.

We insist on high standards of behaviour and an excellent attitude to learning from all our children. This is to ensure everyone has the best chance of achieving their potential.

We always take the behaviour and safety of our children very seriously here at Westleigh St Paul's and will not tolerate disruption to learning. We have discussed the incident with your child and would appreciate you discussing it further with them, to ensure their behaviour does not result in isolation from their class.

We appreciate your support on this matter. If you have any queries, please in the first instance discuss this with your child's class teacher.

Yours sincerely,

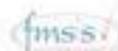
**N Crowther**

Mrs N Crowther  
Pastoral Manager

**Please return this slip to school immediately. Thank you.**

I acknowledge receipt of this letter, regarding my child's behaviour.  
I will work with my child and the school, to ensure an improvement in their behaviour.

Name..... Signed ..... Date.....



5. Classroom Report Letter to Parents



WIGAN METROPOLITAN BOROUGH  
WESTLEIGH ST. PAUL'S C.E. PRIMARY SCHOOL  
SCHOOL STREET  
LEIGH  
LANS  
WN7 5JN



Tel: 01942 672611  
Fax: 01942 635481  
Email: [office@westleigh.wigan.mbo.wigan.sch.uk](mailto:office@westleigh.wigan.mbo.wigan.sch.uk)

**Headteacher: Mrs J. Hankinson BA QTS (Hon) NPQH**

Dear Parents / Carers,

Unfortunately, it has been necessary for your child ..... to be put on a classroom report. The reasons we have to do this are:

We have worked together to discuss the best targets for your child. These are the following:

- 
- 
- 

Your child needs to consistently meet targets for 2 weeks for the report to end. If your child doesn't achieve this it is possible you will be asked to come in to meet about your child's behaviour.

We insist on high standards of behaviour and an excellent attitude to learning from all our children, to ensure everyone has the optimum chance of being the best they can be. We always take the behaviour and safety of our children very seriously here at Westleigh St Paul's and will not tolerate disruption to learning. We have discussed the report with your child and would appreciate you discussing it further with them, to ensure their behaviour does not result in isolation from their class.

We appreciate your support on this matter. If we can assist you further, please make an appointment to see your child's class teacher.

Yours sincerely,

Mrs N Crowther  
Pastoral Manager

**Please return this slip to school immediately. Thank you.**

I acknowledge receipt of this letter, regarding my child's behaviour.  
I will work with my child and the school, to ensure an improvement in their behaviour.

Child's name..... Signed ..... Date.....



6. Class Teacher Report

<b><u>Class Teacher Report</u></b>															
<b>Name:</b>															
<b>Target 1:</b>															
<b>Target 2:</b>															
<b>Target 3:</b>															

	Monday			Tuesday			Wednesday			Thursday			Friday		
	T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3
Morning 1															
Morning 2															
Lunch															
Afternoon 1															
Afternoon 2															
Teacher Comment															
Home Comment															

7. Pastoral Manager Report

<b><u>Pastoral Manager Report</u></b>															
<b>Name:</b>															
<b>Target 1:</b>															
<b>Target 2:</b>															
<b>Target 3:</b>															

	Monday			Tuesday			Wednesday			Thursday			Friday		
	T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3
Morning 1															
Morning 2															
Lunch															
Afternoon 1															
Afternoon 2															
Teacher Comment															
Home Comment															

8. Head Teacher Report Card

<u>Headteacher Report</u>															
<b>Name:</b>															
<b>Target 1:</b>															
<b>Target 2:</b>															
<b>Target 3:</b>															
	Monday			Tuesday			Wednesday			Thursday			Friday		
	T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3
Morning 1															
Morning 2															
Lunch															
Afternoon 1															
Afternoon 2															
Teacher Comment															
Home Comment															

9. Playground Report

<u>Playground Report</u>															
<b>Name:</b>															
<b>Target 1:</b>															
<b>Target 2:</b>															
<b>Target 3:</b>															
	Monday			Tuesday			Wednesday			Thursday			Friday		
	T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3
Morning play															
Lunch															
Afternoon play															
Teacher Comment															
Home Comment															