



# West Thornton Primary Academy

## Discipline Policy

**Date:** October 2018  
**Review Date:** October 2019  
*(Ratified 16<sup>th</sup> October)*



## **INCLUSION AND SAFEGUARDING STATEMENT:**

We are committed to creating futures for all in a welcoming and supportive learning environment, in which all pupils feel valued and challenged to be resilient thinkers, active learners with transferable skills and have an appetite for world learning.

At West Thornton Academy all pupils are valued inspired and respected within our happy, welcoming academy community.

We set high expectations for all our pupils. Practitioners give every pupil the opportunity to experience success in their learning, by providing a relevant and challenging curriculum with an emphasis on personalised learning.

All children have unique experiences to share. At West Thornton we celebrate this diversity by valuing the contribution of all pupils and providing an environment that encourages interdependence

Our Academy is committed to safeguarding and promoting welfare of children and expects staff to share this commitment.

**Date Policy agreed: October 2018**

**Date Policy Reviewed: October 2019**

## DISCIPLINE POLICY

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### **Introduction**

This policy gives a clear guide to children and staff of what is expected of their behaviour and provides a framework in which optimum learning can take place. The importance of consistency of values cannot be over-emphasised; these values must be shared to have a positive effect on individual pupil behaviour.

This is a school where little things are not ignored, where positives are praised and rewarded, and negative behaviour is challenged. Adults and children say no to inappropriate behaviour and discuss it openly as a way of ensuring a positive effective approach.

The aims of the policy are to:

- promote self-discipline and proper regard for authority amongst pupils;
- encourage good behaviour and respect for others and prevent all forms of bullying amongst pupils;
- ensure pupils' standard of behaviour is acceptable and;
- regulate pupils' conduct.

## **Charter of Rights**

The School's Charter of Rights, based on the UN Convention on the 'Rights of the Child', has been devised by children on the Learning Council. The Charter's focus is on **Rights** and **Respecting the Rights of Others**. They are as follows:

**We have the right to learn.**

**(Article 28)**

**We will make the most of our learning opportunities and look after all resources and equipment.**

**We have the right to be treated equally and with respect.**

**(Article 2)**

**We will treat others equally and with respect.**

**We have the right to medical care if we are sick or hurt.**

**(Article 24)**

**We will look after ourselves and not hurt others.**

**We have the right to play in a safe environment.**

**(Article 31)**

**We will play sensibly and fairly and include others.**

**We have the right to our own beliefs and opinions and to share them freely.**

**(Article 14)**

**We will respect other people's beliefs and opinions.**

**We have the right to be heard and listened to.**

**(Article 12)**

**We will contribute our opinions and listen to others.**

**This is a Whole School approach and is fully embedded into our curriculum. Reference will be made to Children's Rights and Respecting the Rights of others in context throughout the day.**

**(The Charter of Rights will be displayed in each class and around the school)**

## Parental Support

It is vitally important that parents/carers and teachers work together, supporting each other in promoting the aims and values of our school. Parents are encouraged to take an active interest in their child's academic and social life, discuss work, likes and dislikes, friendships, playtimes, etc.

The partnership between parents and teachers, and efforts to develop a good working relationship on both sides, will help to foster social qualities as well as academic achievements in each child.

West Thornton encourages parents to support good attendance and behaviour through our home-school agreement, parents' meetings and newsletters.

Parents will **receive information** about the following aspects of discipline:

- Expected standards in school in the form of a home-school contract
- Parents/Carers will be informed by letter if their child behaves inappropriately and breaks classroom and school sanctions, this includes not wearing appropriate uniform and PE Kit
- A phone call from the class teacher to highlight areas of concern

## Managing Behaviour

At West Thornton we encourage and reward good behaviour. We set out to foster a caring atmosphere where children are encouraged to develop their natural talents and abilities. High standards of behaviour and respect for others are expected at all times.

### **Class Contract of Agreed Learning**

All children at the start of a new year help to write their class contract of agreed learning. A class contract is based on what the children need to do to respect their rights and the rights of others. The rights are referred to regularly in class and in assemblies. Some of their aims may be to listen carefully to the class teacher, try their very best, play co-operatively in the playground, follow instructions the first time they are given or respect others and their property. The children all agree and sign their name at the bottom of the contract. It is then displayed in class. The class teacher when rewarding good behaviour will refer to it.

### **Building Learning Power (BLP)**



BLP underlies the ethos of our school values and beliefs. Children are encouraged to use their learning powers in all areas of their learning. Children will be chosen every week to be added to the Star Blog. This is where parents, teachers and children can view and comment on their achievements.

## **SWITCH**

Stop and Think

Walk away

Ignore them

Tell an Adult

Count to 10

HELP from a friend

This is a self-help strategy utilised throughout the school for when children feel angry or upset.

## **Celebrating Behaviour that is Respectful of the Rights of Others**

### **Rights Respector Award**

Rights Respector award celebrates behaviour that is respectful of the rights of others. Once a week during the Friday assembly children are credited for their responsible, respectful and caring behaviour. They will be the 'Rights Respector of the Week'. This will be added to our Star Blog where children's achievements can be shared online with parents.

### **Class rewards**

Each teacher will have their own reward system in their classroom as an incentive for positive behaviour. Children may be rewarded with 5 minutes extra playtime at the end of the week.

### **Lunchtimes**

If children grossly misbehave at lunchtime (ie hits/pushes, fights, use of bad language) they are sent to the '**Time Out**' zone usually accompanied by the adult that has seen the incident. The adult supervising the 'Time Out' zone is informed of what has happened and the child is asked to fill out a '**Respecting the Rights of Others**' reflection sheet. (The sheets are differentiated according to key stage). The amount of 'time out' allocated is dependent on the behaviour and varies from 10min/20min. The adult will then speak to the child about the incident and make a note of it in the log book.

If the incident warrants an '**Incident Awareness**' card, one will be completed, logged in the '**Time out**' log book and given to the class teacher, at the end of the lunch break by the Senior Midday Supervisor. The teacher will then take further action if needed (i.e. detention at the teacher's discretion) and file the card in the discipline folder in the class. A record of the incident will also be made in SIMS with the appropriate actions and follow ups.

### **Playground Charter**

The **West Thornton Primary Academy Playground Charter** has been adapted from the School's **Charter of Rights** by the School Council. This is to ensure playground rules are in place to reinforce the ethos of a Rights Respecting School. **A copy of the Playground Charter can be found at the back of this Discipline Policy.**

### **Pupil and Family Support Worker**

Should a teacher become increasingly concerned about a child's behaviour, a referral will be made to the Pupil and Family Support Worker via the **SENCO**.

A meeting will be held with the class teacher and parents to discuss behaviour strategies and the way forward. If deemed necessary, a behaviour plan will be set up and a risk assessment will be carried out. The child will be timetabled to see the Pupil and Family Support Worker on a weekly basis either as an individual or with a group.

The Pupil and Family Support Worker will act as a form of support for staff and children and will advise on strategies and resources.

### **A Positive Approach**

Whilst encouraging and praising positive behaviour, we realise that some children may experience difficulties in achieving these expectations. If a child chooses to break an agreed rule, the style of the reprimand should be **non-humiliating and non-labelling**. Staff will endeavour to avoid confrontation and deal with incidents using the agreed procedure. At West Thornton Academy we encourage children to realise that their actions are a result of the choices that they make and that there are consequences accordingly.

### **Keeping Records**

Each class teacher has a **discipline folder and access to SIMs** where records are kept of all discipline incidents that occur, including contact with parents. These are running records that are passed on to subsequent teachers. **We believe communication is paramount in ensuring a consistent approach.**

### **Pre-empting Unwanted Behaviour**

At West Thornton the following areas are taken into consideration to pre-empt undesirable behaviour:

- **Inclusion** - All children are treated as individuals and their differences are taken into consideration;
- **We are a Dyslexia Friendly School and adopt appropriate practices to ensure that all children can access the learning.**
- **Lesson planning** – careful thought is given to creating a purposeful atmosphere, offering a variety of demanding and stimulating tasks, encouraging initiative and opportunities to interact;
- **Classroom organisation** – layout, resources and accessibility is child-centred;
- **Critical points in lessons** – adults are aware of instances where risks of misbehaviour are likely;
- **Supervision of group work** – is carefully planned;
- **Helping individuals** – thought is given to strategies used to teach, supervise, encourage, detect difficulties and diagnose problems and;
- **Feedback and discussions** – A variety of strategies are used to foster children's self-esteem through sharing work and ideas.

### **Consequences of inappropriate behaviour in class:**

#### **KEY STAGE ONE (KS1)**

##### **First Stage**

- Verbal warning
- Name on board
- Children will have minutes off break time and lunch time. Children are encouraged to earn this back.

##### **Second Stage**

- If poor behaviour persists, a **Playtime detention** is given whereby the child will have to think about their behaviour and complete a '**Respecting the Rights of others**' sheet. **A letter will be sent to parents.**

### Third Stage

**Should 5 detentions** be given, the child will be put **on Report 1** for 3 days and **a meeting will be arranged with the parents.** A letter will go home and the child will have the **Report 1** signed by a Senior Leader in KS1 or the SENCO. The child's parents will sign the report at the end of each day. Although rare in KS1, there will be times when a child will receive more than 5 detentions. In those circumstances the same protocol as KS2 should be followed (SEE BELOW).

## KEY STAGE TWO (KS2)

### First Stage

- Verbal warning
- Name on board
- Tick against name
- Sent out for 10mins time out to year group leader's classroom (or in the case of teacher being year group leader the child will be sent to another senior teacher).

### Second Stage

- If poor behaviour persists, a **Playtime detention** is given whereby the child will have to think about their behaviour and complete a '**Respecting the Rights of others**' sheet. **A letter will be sent to parents.**
- **A Playtime detention** will also be given if there is an incident at play/lunchtime which is deemed serious enough to warrant such action.

### Third Stage

**Should 5 detentions** be given, the child will be put **on Report 1** for 3 days and a meeting will be arranged with the parents. A letter will go home and the child will have the **Report 1** signed by the KS 2 Leader/Assistant Head(s). The child's parents will sign the report at the end of each day. Should the child's poor behaviour continue, resulting in a further 3 detentions this will result in being **on Report 2**. In this case the report will be signed by the Deputy Head(s). If the child is given a further 2 detentions this will lead to being on **Report 3** which will be signed by the Head of School.

- 5 detentions = Report 1 = Strike 1 (KS1 Senior Leader/ KS2 Assistant Heads)
- 8 detentions = Report 2 = Strike 2 (Deputy Heads)
- 10 detentions = Report 3 = Strike 3 (Associate Head/Principal)

**\*Please note that detentions are accumulative throughout the year\***

### On Report (KS1 &KS2)

- 1<sup>st</sup> Report to Assistant Head(s) - (Ruth Fitze, Viv Woon, Clare Bracher, Natasha Aujla and Judith Everett)
- 2<sup>nd</sup> Report to Deputy Head(s) - (Ayla Arli, Marsha Bienaime, Naina Chauhan)
- 3<sup>rd</sup> Report to Associate Head/Principal - (Karen Dugan & Di Pumphrey)



**Children should only go on report three times in an academic year. The first time for 3 days, the second and third times for 5 days**

**Report 1** (Strike 1): Parents will be invited to a meeting with the, Pupil and Family Support Worker, SENCO and Class Teacher to discuss further interventions.

**Report 2** (Strike 2): The above people will meet to discuss the next steps, i.e. Behaviour Plan/ Risk Assessments / Internal Exclusion if necessary

**Report 3** (Strike 3): The above people as well as the Associate Head/Principal will meet to discuss the next steps, i.e. Outside Agency Support

**\*Please note that detentions should be given purely for behavioural reasons. They should be differentiated from keeping children in at playtimes/lunchtimes to finish off work. Some Teachers may agree with parents to send work home should this arrangement prove beneficial.\***

### **Children with ongoing and extreme behaviour concerns**

Early Intervention is key and in some extreme circumstances specific children will need immediate and additional support. This will be an arrangement made by the Class Teacher, SENCO and Pupil and Family Support Worker. In more extreme cases support will be sought from outside agencies for example; The Educational Psychology Service or Behaviour Support (**Fair Access from Sept 17**). This may supersede our 3 strike process in favour of providing immediate support where needed.

### **Serious Incidents**

Serious breaches of school rules will result in the child being sent immediately to an Assistant Head, Deputy Head or Associate Head/Principal. If deemed necessary an instant detention will be given and additional consequences issued.

### **Exclusion**

In extreme circumstances a child may be excluded from school. This is at the discretion of the Principal. Reasons for exclusion may include:

- the safety of that child
- the safety of the other children and staff
- to enable the education of the other children to continue

### **Conclusion**

The staff at West Thornton Primary Academy feel confident that the guidance provided by this policy will promote and reinforce good behaviour and manage unwanted behaviour effectively.