

Villiers Primary School

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Updated 22.01.16



Villiers Primary School

Discipline Policy

Work hard. Be kind.

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Rationale

In order to operate and function efficiently and safely, School has a sound and firm approach to Discipline, which takes account of the individual ages, needs and backgrounds of our pupils in relation to the needs of all.

It is therefore essential to adopt a set of rules, rewards and sanctions which are applicable to all children.

Aims

- To develop a Whole School Behaviour Policy supported and followed by the whole school community, parents, teachers, children and governors, based on a sense of community and shared values.
- To ensure that there is a clear system of rules, rewards and sanctions which are known by parents, teachers, children and governors.
- To apply positive policies in order to create a caring family atmosphere in which teaching and learning can take place in a safe and happy environment.
- To teach, through the School Curriculum, values and attitudes as well as knowledge and skills.(This will promote responsible behaviour, self discipline and respect)
- To encourage good behaviour rather than simply punish bad, by providing a range of rewards for children of all ages and abilities.
- To make clear to children the distinction between minor and more serious misbehaviour and the range of related sanctions.
- To treat problems when they occur in a caring and sympathetic manner in order to achieve improved behaviour.
- To promote equality of opportunity, eliminate racial discrimination and promote good relations between people from different racial groups

Key Principles

Villiers draws on the following good practice principles:

- Setting good habits early
- Early Intervention
- Rewarding Achievements
- Supporting Behaviour Management
- Working with Parents
- Involving Pupils
- Commitment to Equal Opportunities
- Identifying Underlying Causes

Rules

School has 12 rules which cover all aspects of School Life. These are:

1. All children must attend School by the stated times every day, unless they are ill or have otherwise had permission granted by Head Teacher or Governing Body.
2. Apart from going home for dinner, no child will be allowed to leave the premises during the School Day unless collected by a parent/adult or otherwise granted permission by SLT.
3. All children must wear the prescribed uniform at all times unless written permission or instruction to do otherwise has been provided.
4. All children will be expected to follow any reasonable request issued by a member of Staff, or Year 6 Badge Holder (School Council).
5. All children will address each other, Staff of the School and any visitors to the School, in a polite and respectful manner.
6. Foul or abusive language must not be used.
7. All children will be expected to display good manners and courtesy at all times and especially to Staff or other adults on the premises.
8. All children are expected to do their best at all times and to co-operate with staff to ensure the highest possible standards of personal achievement.
9. Children should not bring sharp or dangerous instruments, or any item that might cause a problem, to School. (Weapons Policy)
10. Respect for people and property must be shown at all times. No individual, or group, behaviour which may cause injury to self, others or damage to equipment or property will be allowed.
11. No child will indulge in any action or behaviour coming to, or going home from School, or on trips and visits, which is likely to bring School into disrepute.
12. Under no circumstances will School tolerate bullying (either physical or verbal), racism, vandalism or theft.

Responsibilities of Staff

Discipline is the responsibility of all adults in the School and School Policy MUST be implemented CONSISTENTLY by ALL.

Staff are expected to go out and collect their classes at all times and to INSIST on children entering School in a quiet and orderly fashion.

When leaving the building classes must be lined up and taken out in silence.

Staff must ensure that children work in silence during the appropriate working sessions.

Staff must support SLT in monitoring standards of discipline, including appearance and punctuality, at all times.

Very Serious Incidents

The following are classed as very serious incidents:

- Absconding
- Bullying
- Cheating
- Defiance
- Persistent lies
- Physical Violence
- Racism
- Stealing
- Swearing

Any child/children involved in any of the above are sent with a completed incident slip as soon as practically possible to the Deputy Head Teacher, or Assistant Head Teacher in Foundation Stage, Key Stage 1 or 2 as appropriate.

All such incidents are recorded in the Serious Incident Book by the Deputy Head Teacher. Children in Detention are recorded in the Detention Book by the Deputy Head Teacher.

Rewards

A major aim at Villiers Primary School is to encourage children to practise good work and behaviour by operating a system of praise and reward for all children.

The following system of rewards is used at the School to acknowledge good work and behaviour both inside and outside School:

1. Verbal praise
2. Written praise
3. Achievement / House Point Stamp*
4. Dinnertime stickers or certificates
5. Display of work
6. Selection for Achievement Assembly**
7. Positive communication with parents
8. Referral to Phase Leader for praise/reward
9. Referral to SLT for praise/reward
10. Additional playtimes

* Each child has an Achievement / House Point book in which she/he collects stamps. Stamps are awarded for both academic and non academic achievements, for effort, for being caring and for all other aspects of good work and behaviour. Upon completion of the Achievement Book children are presented with a certificate during Whole School Assembly.

** A weekly Achievement Assembly is held in both Key Stage 1 and Key Stage 2. Children receive stickers/certificates/sweets for good work and behaviour and for effort. Children's names are displayed on the Achievement boards. Parents of the recipients are invited to attend.

Key Stage Achievement Assemblies are held every week to celebrate all children's achievements both inside and outside School.

Each half term the House which has earned the most house points receives an extra playtime.

Each Term the 4 individual highest house point earners for their House receive a prize.

The highest 20 house point earners in each Year group are rewarded with an end of year prize. (Cinema trip).

House Teams

There are 4 House Teams in School and all Pupils and Staff belong to one of these.

Earth Moon Stars Sun

All KS2 classes have a House Point Chart and KS1 children are rewarded with stars

One House Point equates to one Achievement Stamp

One Stamp is given for effort or achievement

Two Stamps are given for considerable effort or achievement

Three Stamps are given for outstanding effort or achievement/Joining a Maths Club, moving up a reading Standard and achieving Level 4 /5 for Handwriting

House Point Scores are announced during Whole School Assembly

School and House Captains

School has designated roles for the following

Head Boy , Head Girl, Deputy Head Boy, Deputy Head Girl

One Captain and one Vice Captain for each House.

Please refer to Assessment and Achievement Policy for further details.

Sanctions

In order to set standards which are acceptable to both parents and School and society in general it is necessary for School to have a clear system of sanctions for dealing with children who break the agreed Code of Conduct. These are as follows:

1. Verbal warning from Class Teacher
2. Time out within classroom
3. Loss of playtime (do lines/complete work)
4. Loss of one House Point
5. Referral to Phase Leader
6. Time out with Phase Leader
7. Phase Leader to contact parents
8. Work sent home/child on report as appropriate
9. Referral to Deputy Head Teacher
10. Detention - Dinner Time
11. Loss of 2 or 3 House Points
12. Seclusion – Internal Exclusion from Class
13. Withdrawal of extra-curricular privileges/responsibility
14. Referral to S.E.N. Co - ordinator if appropriate
15. Letter to parents
16. Meeting with parents
17. Child on report if appropriate
18. Liaison with other support agencies through Area Team
19. Pastoral Support Plan/other support/training if appropriate
20. Verbal or written warning to parents
21. Referral to Head Teacher
22. Short Fixed term exclusion – Lunchtime / Childcare / School
23. Long fixed term exclusion – Lunchtime / Childcare / School
24. Permanent exclusion – Lunchtime / Childcare / School

For very serious incidents an immediate 'fast track' referral is required to stage 10 complete with a serious incident slip. – See appendices

Loss of 10 House Points = 1 Detention

Persistent serious incidents and/or fixed term exclusions may lead to a permanent exclusion.

Children in Detention 3 times or more over a half term will have a letter sent home to inform parents and possibly set up a meeting with a member of the SLT. A telephone call will also be made on the same day.

3 Detentions for Serious Incidents – Letter from Class Teacher

5 Detentions for Serious Incidents – Letter from Assistant Head Teacher

7 Detentions for Serious Incidents – Letter from Deputy Head Teacher

9 Detentions for Serious Incidents – Letter from Head Teacher

Children in Detention more than 10 times for playground behaviour/physical violence will be excluded at Dinner Times for a fixed period.

Note

Homework

Villiers Primary School has a structured Homework Policy which is known to children, parents, staff and Governors. When Homework is not completed and returned by the said date the following procedures must be followed:

1. Verbal warning from Class Teacher
2. Class Teacher to see parent (KS1 only)
3. Reminder Letter (Not Y5 / 6)
4. Referral to SLT
5. Detention and Loss of 2 House Points

Over half a term letters are sent out as follows:

3 Homework Detentions – Letter from Class Teacher

5 Homework Detentions – Letter from Assistant Head Teacher

7 Homework Detentions – Letter from Deputy Head Teacher

9 Homework Detentions - Letter from Head Teacher

A telephone call will also be made on the same day.

On all occasions, unless the Class Teacher is satisfied with the reason for non-completion, a Homework slip must be completed and Homework MUST be completed in the Detention Room. All names are recorded in the Homework Detention Book by the Deputy Head Teacher. Persistent offenders are to be placed on Homework Report.

Detention Procedures

Incident Slip to be completed by the reporting member of Staff and sent along with House Point Slip immediately with the child to DHT/SLT.

DHT/SLT to speak to child, complete slip and return it to reporting member of Staff to sign to see parents.

Slip to be returned to DHT/SLT for Detention Book.

KS1 children to be taken to SLT at 11.55 a.m..

KS2 children to be sent to the Detention Room.

At 12.15 p.m. Pastoral Manager to check book and call out names and speak to children.

Duty Staff to keep Detention Book and ensure that children sit in silence throughout and away from each other.

Homework / Other work to be completed if appropriate.

Children to be taken to dinner and member of Staff on duty to stay with them.

Children are not allowed to speak.

Detention Book to be returned to DHT at 12.35 p.m.

Report Book Procedures

Report Book to be set up by SLT if necessary. Please log on Incident Slip.

Staff to maintain the book and complete for each session and at home.

Behaviour at School and Home to be monitored.

Book to go home each day and be checked each morning by year group Staff.

Report Book to be checked weekly by SLT.

Parents to be kept fully informed.

Report Book to continue until SLT agree to end. Please log on Incident Slip.

Missing Playtimes

Staff Member responsible to take the child to the relevant SLT Member.

Child to remain with SLT and to be collected by the Staff Member at the end of the playtime. During this time child may be given work which MUST be completed.

Seclusion Procedures

Any child secluded must remain for the whole time with a member of the SLT and should not go out on the playground at all. All necessary work is to be completed during this time.

Handling Disaffection

All the following are treated very seriously:

- Disruptive Behaviour
- Unauthorised Absence
- Truancy

Attendance

The Attendance Policy Outlines clear procedures for contacting parents about behaviour and / or attendance problems. This is carefully monitored by the Head Teacher, School Office and EWO.

Communication with Parents

Communication with parents is essential for all discipline related issues. Pro forma for communication with parents are attached to the appendices.

Parents views are sought regularly through letters, questionnaires, Parents Evening and general day to day communication.

School Houses / Council

A School Council runs in conjunction with the School Houses.

Assemblies are arranged regularly by the responsible Y6 children from each house to raise key PSHE / cultural issues and also to listen to / share concerns.

A suggestions box for children is situated in the corridor and is checked and dealt with regularly by the responsible children.

These children also collect and collate House Point slips and take responsibility when House Points are lost by individuals throughout the school.

The children will also, where appropriate, meet with a member of Staff – SLT.

House Assemblies

House Assemblies are planned, organised and presented regularly by representatives from each house who work completely independently. The assemblies are based around particular issues / concerns / themes which have been identified by Staff and / or children.

Lunchtime Supervision

The Supervisory Manager is responsible at Lunchtime. There is a clear Policy for Lunchtime Supervision which is followed by all lunchtime supervisors.

All serious incidents must be reported to the Senior Midday Supervisor in the first instance, who will complete the Incident Slip and liaise with senior staff as necessary.

Physical Intervention and Restraint

If a child violently attacks another child or adult and becomes a danger either to him / herself or others (as clarified in circular 10/98) and does not respond to requests to calm down, then physical restraint is necessary. The child should be removed from the situation as soon as possible and taken to a member of the SLT who will take immediate action to involve parents.

An incident form should be completed and the situation discussed with the Head Teacher or Deputy Head Teacher. The SLT will work with the member of staff and parents to devise an action plan to meet the child's needs. This may include the involvement of other agencies.

Bullying

Bullying can be described as being 'a deliberate act to cause distress solely in order to give a feeling of power, status or other gratification to the bully. It can range from ostracising, name calling, teasing, threats and extortion, through to physical assault on persons and / or property. It can be an unresolved single frightening incident which casts a shadow over a child's life, or a series of such incidents.'

At Villiers Primary School Staff, Parents and children work together to create a happy and caring learning environment. Bullying, either verbal, physical or indirect will not be tolerated. It is everyone's responsibility to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively.

Bullying can be brought to the attention of Staff by the victim(s), their friend(s), their parents or other interested people.

Procedures for Dealing with Bullying

The following is a list of actions available to Staff depending upon the perceived seriousness of the situation. The emphasis is always upon a caring and listening approach as bullies are often themselves victims too.

- Discussions at length with the victim. This requires patience and understanding. Remember – listen, believe, act.
- Identify the bully / bullies. Obtain witnesses if possible. Advise the Head Teacher.
- Discussions with the bully. Confront them with the details and ask them to tell the truth about the situation / incident. Make it clear that bullying is not acceptable at all.
- If they own up then follow the procedures outlined below along with the system of sanctions outlined in the Discipline Policy. Record on incident slips and keep record in Discipline Book.
- If they do not own up investigate further. If it is clear that they are lying, continue with the procedure.
- Separate discussions with parents of bully and victim.
- Sanctions for the bully will be implemented in line with the School Discipline Policy.
- Continue monitoring the situation by observing at playtimes and lunchtimes and having discussions with the victim to ensure no repetition. Class Teacher to observe and report to Phase Leader at the end of each day.
- As the behaviour of the bully improves this must be recognised and rewarded.
- The victim must be spoken to at the end of each week in order to ensure the bullying has stopped.
- Parents of both parties must be updated at the end of each week by the Class Teacher.

The curriculum for P.S.H.E. is designed to foster appropriate and responsible behaviour and to dissuade bullying. Year 6 Badge Holders will also offer support.

Racial / Sexual Harassment

Racial / sexual harassment will not be tolerated. All incidents are recorded and dealt with promptly in line with the School Discipline Policy and the L.A. Policy.

The curriculum for P.S.H.E. and Multi-Cultural Education is designed to foster appropriate and responsible behaviour and to deter offensive behaviour.

Race Equality Policy

The Race Equality Policy is clearly outlined within the School's overall Policy for Multi-cultural Education.

School aims to promote Race Equality through the strategies outlined within the Policy for Multi-cultural Education. Racial Discrimination is not tolerated and all incidents are recorded and dealt with in line with this whole school Discipline Policy.

Monitoring Racist Incidents

Racist incidents are recorded on the Serious Incident Slip

RI 1: Internal Record – is completed as an internal record

RI 2/3: Severe or Repeated Incidents – is completed for incidents judged to be severe or part of a pattern and a copy forwarded to WCC through Sentinel.

Pastoral Support Programme - Pastoral Care Manager

A Pastoral Support Programme is a school based intervention to help individual pupils to better manage their behaviour. It is overseen by the SEN Co-ordinator and involves the identification of precise and realistic behavioural outcomes for particular children with ongoing problems. The SEN Co-ordinator will liaise with parents and external agencies as necessary.

Exclusion

The decision to exclude a child (fixed term or permanent) is taken when the child:

1. is in serious breach of the School Discipline Policy (a range of alternative strategies will already have been tried (see sanctions 1 – 24.)
2. is in serious breach of the Uniform Policy
3. for persistent defiance of the school's agreed policy or procedure
4. is likely to seriously harm the education or welfare of self or others in the school

Before deciding to exclude the Head Teacher should:

- consider all the relevant facts and firm evidence
- check whether an incident appeared to be provoked by racial or sexual harassment
- consult others as necessary

Exclusion can be :

- Permanent
- Short Fixed Term – Arrangements for setting and marking work must be made.
- Lunchtime exclusion - This should be normally no more than 5 School days and must include arrangements for children on Free School Meals.
- Long Fixed term exclusion from School - This can be up to 45 days in a School year and arrangements for setting and marking work must be made.

Procedures for Excluding a Pupil

Phase Leader to contact parents by telephone and arrange work on work sheets only to go home.

Child to remain with SLT until parents arrive. Children NOT to be left unsupervised at any time.

Head Teacher to complete letter and hand to parents or post out.

Head Teacher to complete all associated paper work.

Please refer to the DFE Document – “Improving Behaviour and Attendance. Guidance on Exclusion from Schools and Pupil Referral Units”.

Types of Exclusion

Lunchtime exclusion

Childcare Exclusion

Fixed Term exclusion up to 5 days

Fixed Term exclusion between 6 and 15 days

Fixed Term exclusion over 15 days

Permanent exclusion

Maximum exclusion per child is 45 days in any one year.

Procedures for all Exclusions

The Head Teacher only or his / her representative has the power to exclude. If a decision to exclude is made:

- parents must be telephoned on the same day
- the relevant letter must be sent/given to the parents within 1 day
- Work to be provided
- Form Ex 1 to be completed and sent with copy of letter to children’s services, Clerk to Governors’ Discipline Committee, Area Team and Chair of Governors.
- Head Teacher to inform GB and LA within one day of a permanent exclusion or exclusion totalling more than 5 school days / 10 lunch times in any one term or any exclusion resulting in a child missing a public examination
- Exclusions below 5 days-parents may request a Governors Meeting
- Exclusions over 5 days automatically require a Governing Body Disciplinary Committee meeting.

Procedures for Exclusion Reviews

The Governing Body must review certain exclusions and consider any representations made by the parents of an excluded child. At Villiers this is delegated to the Pupil Discipline Committee. Procedures are as follows:

- exclusions of less than 6 days total in any one term– a meeting will be convened only if parents request it
- exclusions between 6 and 15 days total in any one term - a meeting will be convened between school day 6 and school day 50 of the Governors being notified only if parents request it
- exclusions of over 15 days - the School or LA Clerk must organise a meeting between school day 6 and school day 15 of the Governors being notified
- exclusions of more than 1 in a term with the total number of days exceeding 6 will be subject to the regulations set out above.

Pupil Discipline Committee

The Governors should:

- Appoint either the School or the LA Clerk
- Invite parents, Head Teacher, LA Officer
- Request any written statements (including witness statements) in advance of the meeting
- Circulate in advance any written statements (including witness statements) and a list of all those who will be present at the meeting to all parties in advance of the meeting

Procedures for Independent Appeals

Where a Governing Body upholds a permanent exclusion parents may request an appeal by writing to the LA Clerk to the Appeals Panel within 15 school days of receiving notification of the exclusion.

If still not satisfied parents may write to the Local Government Ombudsman.

Permanent Exclusions

Where a permanent exclusion is upheld Governors must write to the parents. Once the child is removed from roll the LA is responsible for securing full time education.

For exclusions over 15 days it is advisable for the LA to arrange full time education.

Public Examinations

The Governing Body has the discretion to allow an excluded child onto the premises for the sole purpose of taking a public examination.

Reintegration

A process of planned support and progress reviews is in place for all children following an exclusion. A reintegration meeting is arranged upon a child's return with the Assistant Head Teacher - Staff member responsible for the child's phase.

L Westwood

L. Westwood, March 2018