



### Policy on Behaviour and Discipline

#### 1. Introduction

- 1.1 Sections 89, 90 & 91 of the Education and Inspections Act, 2006 requires that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, staff and parents. The DfE Behaviour & Discipline in Schools January 2016 states that teachers have the power to discipline pupils for misbehaviour which occurs in school and, in certain circumstances outside of school. This applies to all paid staff with responsibility for pupils.
- 1.2 Governing bodies of maintained schools have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. They must ensure that arrangements are made to safeguard and promote the welfare of pupils.
- 1.3 The Equality Duty of April 2011 requires public bodies to have due regard to the need to: eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act; advance equality of opportunity between people who share a protected characteristic and people who do not share it; foster good relations between people who share a protected characteristic and people who do not share it.
- 1.4 The headteacher must have regard to any guidance or notification provided by the governing body which may include the following:
- Screening and searching pupils;
  - Confiscation of any items seen as detrimental to the health and safety of both pupils and school staff;
  - the power to use reasonable force and other physical contact;
  - the power to discipline beyond the school gate;
  - when to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour
  - pastoral care for staff accused of misconduct
- 1.7 It is for the headteacher to decide the standard of behaviour expected of pupils at the school. The headteacher must also determine the school rules and disciplinary penalties for breaking the rules.

#### 2. Aims and Objectives

- 2.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to

support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe, secure and able to learn.

- 2.2 The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 2.3 The school expects every member of the school community to behave in a fair and considerate way towards others.
- 2.4 We treat all children fairly and apply this behaviour policy in a consistent way.
- 2.5 This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 2.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.
- 2.7 Our School Motto, values and rules are: Pride, Ability, Positivity  
Pride: Have high respect and self-esteem for ourselves and others; be friendly and appreciative  
Ability: Work hard to reach our full potential; be honest and determined  
Positivity: Make a rewarding contribution to our world; be helpful, caring and healthy
- 2.8 The class teacher discusses the school motto, values and rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during class council time.
- 2.9 As part of pupil's personal, social and emotional development they also participate in circle time, PSHE lessons and assemblies. This time is devoted to enhancing self-esteem, self-discipline, and positive relationships through planned age-appropriate structured discussions. These approaches benefit children as individuals and as members of the school family and provide an opportunity for children to share pleasure, worries, fears, learn to take turns and listen to others.

### **3. Rewards and Sanctions**

- 3.1 We praise and reward children for good behaviour in a variety of ways, including:
- Teachers congratulating children.
  - Written praise in marking.
  - Showing other teachers, adults or children their work.
  - Displaying work.
  - Teachers giving children stickers on their achievement card.
  - Teachers giving children 'value stones' linked to our Christian Values.
  - Weekly 'Star of the Week', 'Lunchtime Award' and certificates linked to curriculum areas, i.e. 'Mathematician of the Week', 'Writer of the Week', 'Reader of the Week', etc.
  - Termly, we award 'Amy's Prize' to children for consistent good work, behaviour, or a noticeable improvement. We also award yearly 'The James Doherty Sports Cup' and 'The Ella Appleton Cup' for community work. There are also termly behaviour rewards for 'tidiest classroom' and 'lunchtime behaviour'
  - Children belong to achievement teams which are either: Tull, Redmond, Crick or Spencer. Weekly points linked to pupil's achievements are included in their 'team points', with an overall winning team at the end of the year

- Individuals from all classes contribute to an 'Achievement/Sharing assembly' in which parents are also invited to share in their successes.
- The use of our 'Buddy' system through the school which highlights the importance we attach to kind, considerate behaviour.

3.2 Even in a well order and positive environment it may be necessary from time to time to use sanctions to ensure behaviour standards are met. We closely monitor the behaviour of all pupils and use a system of choices or consequences when our expectations are not met or school rules are broken. They vary from non-verbal gestures or facial expressions; positive reinforcement and reminders; to moving seats; removal from a table or activity; withdrawal from the lesson or group; the use of a 'time out bench' during playtimes.

Consequence/sanctions should be appropriate to each individual situation. Sanctions may be to miss some or all of their playtime, reflection time, or have privileges withdrawn i.e. golden time.

3.3 At school we expect:

- Children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher/adult worker or to sit on their own.
- Children to try their best in all activities. If they do not do so, we may ask them to redo a task. This may be during the lesson or activity or at another time, for example, playtime, golden time or as homework.
- Children to be polite and use appropriate language. In-appropriate language or behaviour will receive an appropriate sanction.
- If a child is disruptive in class, the teacher/adult worker reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is able to work sensibly again with others. The child will receive an appropriate sanction.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher/adult worker stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another child, the teacher /adult worker records the incident and the child receives a sanction. The child's parents or carers will be informed by either telephone or in person.
- If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child. The child will receive an appropriate sanction. A daily diary/report is kept of their behaviour and shared with parents.
- In the case of continued disruptive behaviour, teachers will withhold privileges such as participation in school trips or sports events where these do not form an essential part of the curriculum.
- If the child continues to disrupt learning after they have been on report, then they are excluded, either temporarily or permanently.

3.4 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour, (with reference to our Anti-bullying policy). While it is very difficult to totally eradicate bullying, we do everything in our power to ensure that all children and staff attend and work at school free from fear.

#### 4. **Restrictive Intervention and Positive Handling**

- 4.1 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DCSF Circular 10/98, relating to section 550A of the Education Act 1996 - *The Use of Force to Control or Restrain Pupils* and The DfE Use of Reasonable Force July 2013.
- 4.2 Staff only intervene physically to restrain a child if they are in danger of hurting themselves, injuring others, damaging property, or from causing disorder.
- 4.3 The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

#### 4. **Equal Opportunities - Special Educational Needs & Disability**

Some children may have behaviour difficulties which may differ from the 'whole school' approach. Pupils' with specific behavioural targets may require special arrangements and these will be agreed by the Special Needs Co-Ordinator and Head teacher in consultation with the parents, class teacher, Educational Psychologist, other appropriate agencies as necessary. Such arrangements will be communicated to all staff to ensure a consistent approach.

#### 5. **Searching, Screening and Confiscation**

This information is with reference to the DfE Searching, Screening and Confiscation document dated February 2014; Section 89 of the Education and Inspections Act 2006; Section 3 of the Health and Safety at Work Act 1974.

- 5.1 Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, with or without their consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:
- Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or
  - to cause personal injury to, or damage to the property of, any persons, (including the pupils).

Headteachers and authorised staff can also search for any item which has been identified in the school rules as a banned item.

#### 5.2 **Items banned from School**

- All of the above items listed in 5.1, plus
- Any sharp object that may cause harm, (intentional or un-intentional) to another person
- Electronic devices and mobile phones – unless agreed and closely monitored by the class teacher as a specific treat e.g. Y6 last day of term
- Laser pens

### 5.3 **Confiscation**

Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

- 5.4 School staff can seize and confiscate any prohibited item found as a result of a search. They can also seize and confiscate any item, however found, which they consider harmful or detrimental to school discipline, and the health and safety of pupils and staff. Appropriate arrangements for the return of these items will be made.
- 5.5 The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed to the police.
- 5.6 Where a member of staff finds an item which is banned under the school rules they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it. Where an item that has been, (or could be), used to commit an offence or cause personal injury or damage to property is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of.
- 5.7 Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

## 6. **Drug and alcohol related incidents**

- 6.1 It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.
- 6.2 It is the policy of this school that no adult should bring alcohol, illegal drugs or smoke on the school premise.

## 7. **The role of the class teacher**

- 7.1 It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible and polite manner.
- 7.2 The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- 7.3 The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.
- 7.4 If a child misbehaves repeatedly in class, the class teacher seeks help and advice from the head teacher.
- 7.5 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker.
- 7.6 The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

## **8. The role of the Head teacher**

- 8.1 It is the responsibility of the head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children, staff and visitors in the school.
- 8.2 The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- 8.3 The head teacher keeps records of all reported serious incidents of misbehaviour including those incidents that involve parents/carers and visitors.
- 8.4 The head teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

## **9. The role of Parents and Carers**

- 9.1 The school collaborates actively with parents and carers so that children receive consistent messages about how to behave at school.
- 9.2 We explain the school rules in our school prospectus and on our school website and we expect parents and carers to read them and support them.
- 9.3 We expect parents and carers to support their child's learning, and to cooperate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.
- 9.4 If the school has to use reasonable sanctions to punish a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the head teacher.
- 9.5 The school expects parents, carers and visitors to show respect to all members of staff at all times. Abusive, aggressive or intimidating behaviour will not be tolerated. The school has a duty of care to protect all children and members of staff from receiving or witnessing inappropriate behaviour by adults. The school will treat any such behaviour in an appropriate manner and will involve the authorities if required. This includes verbal, non-verbal, written or internet communication. (Also see our Parent Code of Conduct).

## **10. The role of Governors**

- 10.1 The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in adhering to these guidelines.
- 10.2 The head teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the head teacher about particular disciplinary issues.

## **11. Fixed-term and permanent exclusions**

- 11.1 We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called 'The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012' and DfE Exclusion from Maintained Schools. We recognise the legislative changes which take effect from 1 September 2007, namely the new duty on schools and local authorities to make full-time educational

provision for excluded pupils from day 6 of their exclusion, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an exclusion, and the duty on heads to offer the parent a reintegration interview in respect of certain fixed-period exclusions.

11.2 Only the head teacher (or the acting head teacher) has the power to exclude a child from school. The head teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the head teacher may exclude a child permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

11.3 Whilst not an exhaustive list, the following sets out the kind of poor behaviour that might lead to an exclusion:

- Physical assault including violent behaviour
- Verbal abuse/threatening and aggressive behaviour
- Bullying
- Racist abuse
- Sexual misconduct
- Drug and alcohol related incidents, including other substances
- Banned item related incidents, including knives and weapons
- Damage to property
- Theft
- Persistent disruptive behaviour, including non-compliance and failure to follow school rules
- The behaviour of pupils outside school can be considered as grounds for exclusion. This will be a matter of judgement for the headteacher in accordance with the school's behaviour policy.

11.4 Permanent Exclusion

Permanent exclusion will normally only be used as a last resort when all other reasonable strategies have been exhausted without success. However, some offences will be deemed so serious or affect the discipline and well-being of the whole school community that permanent exclusion for a first, or one-off, offence will be deemed by the Headteacher to be an appropriate response. These types of very serious behaviour include:

- Serious actual or threatened violence against another pupil or member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;

11.5 If the head teacher excludes a child, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.

11.6 The head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The LA and GB also need to be informed if the exclusion means that a pupil misses a national curriculum test.

11.7 The governing body itself cannot either exclude a child or extend the exclusion period made by the head teacher. The governing body has an Appeals committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated. If the governors' appeals panel decides that a child should be reinstated, the head teacher must comply with this ruling.

- 11.8 The Equality Duty of April 2011 must be taken into account when deciding whether to exclude a pupil. Schools must also ensure that their policies and practices do not discriminate against pupils by unfairly increasing their risk of exclusion. Provisions within the Equality Act allow schools to take positive action to deal with particular disadvantages affecting one group, where this can be shown to be a proportionate way of dealing with such issues.
- 11.9 Headteachers and governing bodies must take account of their statutory duties in relation to special educational needs (SEN) when administering the exclusion process. This includes having regard to the SEN Code of Practice.
- 11.10 See our Parent Code of Conduct regarding exclusions from school premise/site relating to any inappropriate behaviour of Parents or Carers.

## **12. Monitoring and review**

- 12.1 The head teacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 12.2 Class teachers keep records concerning the welfare and behaviour of pupils. All other staff report any incidents or concerns which occur during play time or lunchtime break to the child's class teacher / Head teacher. The Head teacher keeps a record of any serious behaviour issues and the actions taken.
- 12.3 The head teacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- 12.4 It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance The Duty to Promote Race Equality: A Guide For Schools, and that no child is treated unfairly because of race or ethnic background.
- 12.5 The governing body reviews this policy regularly. The governors will also review the policy if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

**Reviewed by:**

**Mrs. Nicola Fountain – Head teacher and School Governors**

**June 2016**