



## Rothersthorpe C of E Primary School



### Behaviour and Discipline Policy

**'Everyone is valued as an individual'**  
***'Love your neighbour, as yourself' - Mark 12:31***

#### **Ethos**

We are a happy, friendly and caring school that prides itself on being at the heart of our local community. We provide a unique environment that fully embraces our school family, village and church; a place where a range of people and groups gather in the pleasure of learning and growing together. Each and every child is valued as an individual and helped to develop and progress in his or her unique way within a Christian environment.

#### **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 and discipline 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 Academy Trusts and Local Governing bodies of 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 and Trust 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 & Discipline 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 & Discipline 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 ethos: Everyone is valued as an individual  
Our school Christian vision: Love your neighbour as yourself, (Mark 12:31)  
Our school curriculum vision:
- Value everyone as an individual: Have high respect and self-esteem for themselves and others – be friendly; be appreciative; be healthy
  - Reach their full potential: To read well and use a high-level vocabulary across all subjects. Produce excellent outcomes in all subjects according to individual abilities. Be reflective; be ambitious; be resilient
  - Contribute positively to our diverse world: Make rewarding contributions to all peoples, places and environments – be helpful; be caring; be inclusive
- 2.8 The class teacher discusses the school vision, 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 time.

- 2.9 As part of pupil's personal, social and emotional development they also participate in circle time, PSHE & RSE lessons and assemblies/worship. 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', Curriculum star etc.
- Termly, we award 'Amy's Prize' to children for consistent good work, behaviour, or a noticeable improvement, as well as the 'Heart of Rothersthorpe' award which is linked to our Christian vision. We also award yearly 'The James Doherty Sports Cup' and 'The Ella Appleton Cup' for community work.
- 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-ordered 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 lunch/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. Privileges such as representing the school at an event/competition, school trip or residential may be withdrawn for repeated unacceptable behaviour and/or behaviour that adversely affects the health and safety of others.

### 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/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, bullies, discriminates or abuses another child, the teacher /adult worker records the incident and the child receives an appropriate 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, hurts 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/unacceptable behaviour, teachers will withhold privileges such as participation in school trips, residentials, sport or other such 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. See Innovate Multi Academy Trust, Suspension and Exclusion Policy.

### 3.4 The school does not tolerate bullying, discrimination or peer-on-peer abuse of any kind. If we discover that an act of bullying, intimidation, discrimination or abuse has taken place, we act immediately to stop any further occurrences of such behaviour, (see our Anti-bullying Policy and KCSIE document). We do everything in our power to ensure that all children and staff can attend work and school free from fear.

Peer-on-peer abuse can include: physical and sexual abuse; sexual harassment and violence; emotional harm; on and offline bullying; relationship abuse; it can even include grooming others for sexual and criminal exploitation. (Reference Keeping Children Safe in Education Document).

## 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 reviewed 2015*.

- 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 July 2022; Section 89 of the Education and Inspections Act 2006; Section 3 of the Health and Safety at Work Act 1974; European Convention of Human Rights, Article 8.

- 5.1 Using searching, screening and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe. Please read the DfE Searching, Screening and Confiscation document dated July 2022 for full information.
- 5.2 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, (incl the pupils).

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

#### **5.3 Items banned from School**

- All of the above items listed in 5.1, plus
- Any sharp object or item 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 and similar items

#### **5.4 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.

5.5 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. School staff may wish to consider using CCTV footage to decide whether to conduct a search for an item.

5.6 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.

5.7 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.

5.8 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 child or adult should bring alcohol, high energy drinks such as Redbull, Monster etc, illegal drugs, legal highs, or smoke cigarettes, e-cigarettes or vape 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 Headteacher, under the *School Standards and Framework Act 1998*, to implement the school Behaviour & Discipline 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 Headteacher to ensure the health, safety and welfare of all children, staff and visitors in the school.

8.2 The Headteacher 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 Headteacher keeps records of all reported serious incidents of misbehaviour including those incidents that involve parents/carers and visitors.

8.4 The Headteacher 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 Headteacher 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 Headteacher.

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 physical, verbal, non-verbal, written or internet communication. (Also see our Parent Code of Conduct).

## **10. The Role of Governors and Trust**

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

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

Please see our Trust (Innovate Multi Academy Trust) Policy

## **12. Monitoring and review**

- 12.1 The Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the Governing Body and Trust 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 Headteacher keeps a record of any serious behaviour issues and the actions taken.
- 12.3 The Headteacher 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 and Trust to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The Governing Body and Trust 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. Also in reference with *The Church of England - Valuing all God's Children's Report 2017*.
- 12.5 The Governing Body and Trust reviews this policy regularly. The Governors and Trust will also review the policy if the government introduces new regulations, or if the Governing Body and Trust receives recommendations on how the policy might be improved.

## **13 Policies referred to**

- The Education and Inspections Act, 2006
- School Standards and Framework Act 1998
- DfE Behaviour & Discipline in Schools Advice for Headteachers/school staff – September 2022
- DfE Behaviour & Discipline in Schools Guidance for Governing Bodies
- The Education Act 2002
- The Equality Duty of 2011 and Equality Act of 2010
- DCSF Circular 10/98, relating to section 550A of the Education Act 1996 - *The Use of Force to Control or Restrain Pupils*
- DfE Use of Reasonable Force reviewed 2015



- DfE Searching, Screening and Confiscation Advice for Headteachers, School Staff and Governing Bodies – September 2022
- School Discipline (Pupil Exclusions and Reviews, England Regulations 2012
- Suspension and Permanent Exclusion from Maintained schools, academies and pupil referral units in England, including pupil movement – September 2022 – see policy below
- iMAT – Innovate Multi Academy Trust – Suspension and Permanent Exclusion Policy
- Health and Safety at Work Act 1974 – Section 3
- The Duty to Promote Race Equality: A Guide For Schools
- Keeping Children Safe in Education Document (KCSIE)
- The Church of England - Valuing all God's Children's Report 2017

**Reviewed and agreed by Governors March 2023**