

# St Peter & St Paul CE Primary School



## Behaviour and Discipline Policy 2020 -21

(This policy has been drafted having regard for the school's Christian ethos.)

	Date	Signed
Agreed by Staff:	January 2020	Mr Steven Ginn Head Teacher
Agreed by Governors:	January 2020	Mrs N Ford Chair of Governors
Lead:	Senior Leadership Team	
Review date:	January 2021	

### Mission Statement

*We see it as our mission to grow the whole child - intellectually, emotionally, physically, socially and spiritually. To provide them, within a Christian environment, with every learning opportunity possible and to empower them to be the leaders of tomorrow.*

# Behaviour and Discipline Policy

## Rationale:

The development of good personal behaviour is a fundamental part of the curriculum. The school attempts to nurture a positive attitude and develop the self-esteem of its pupils. We aim to work in partnership with the parents to help children understand the difference between right and wrong within the school community. We believe that children thrive on praise and encouragement, and every opportunity is taken to recognise and reward examples of good behaviour when they occur.

## Aims of the Policy:

- To provide guidance on expectations for pupil behaviour that is easily understood by all.
- To aid all staff in the positive management of behaviour.
- To encourage good order and appropriate behaviour throughout the school.
- To be clear and enforceable
- To foster positive attitudes to learning.

## Aims of Behaviour Management within the School:

- To encourage courtesy and consideration towards each other at all times, as set out in the Code of Conduct (known in school as Our School Rules)
- To encourage self-discipline.
- To teach pupils to take responsibility for their own actions.
- To encourage honesty, fairness and politeness.
- To further develop an understanding of right and wrong.
- To maximise learning opportunities through an ordered and disciplined atmosphere.
- To develop a sense of community awareness and responsibility.

## Principles of Behaviour Management:

The school has a code of conduct that sets behavioural guidelines for pupils; these are regularly made explicit to the children through a set of classroom rules and extended into the playground, and the whole school environment.

Expectations of appropriate behaviour in lessons are regularly made explicit to the children; they are trained to behave safely in every situation. They are also given guidelines for appropriate behaviour in the playground. A set of simple rules for classroom behaviour is on display in each classroom and is referred to regularly. There is a Code of Conduct, agreed by the whole school, on display. All rules are general, measurable and easy to adhere to as far as possible. Children are frequently reminded of the correct way to behave and care for each other.

### **Role of School Staff and Parents:**

Children are expected to behave according to school rules and it is the duty of all teachers, teaching assistants and midday supervisors to ensure that good behaviour is promoted. It is expected that parents uphold the school's behaviour principles and develop community awareness. Staff are expected to treat children with courtesy and to be a role model in engendering mutual respect. All staff must be aware of the need for consistency, fairness, respect and tolerance.

### **Attendance:**

Regular, punctual attendance is an important foundation for good behaviour and discipline. Parents are responsible for ensuring that there is a good pattern of attendance and punctuality, and are required to telephone or give formal notification by letter of the reason for their child's absence. If children are persistently late or absent a letter will be sent home to parents. A welfare officer will be informed if a letter does not rectify the situation.

### **Practice within the Classroom:**

Learning best takes place where pupils understand the need for appropriate behaviour. Teachers will have high expectations for good behaviour to enable all children to learn and the teacher to teach. Pupils are reminded of the rules when these have been breached. Individual praise is given for "on task" behaviour.

The procedure for dealing with poor behaviour is:

- The pupil receives a verbal warning explaining why the behaviour is not appropriate.
- If the poor behaviour continues, the pupil will move down the zone board.
- If the poor behaviour continues, the pupil will move to the red zone and the member of staff will decide on the appropriate consequence.

### **Playground Behaviour:**

Midday Supervisors are responsible for ensuring appropriate and safe playground behaviour at lunchtime.

The procedure for dealing with poor behaviour is:

- The pupil receives a verbal warning explaining why the behaviour is not appropriate.
- A yellow card warning may be given, where the pupil is reminded of what they are doing wrong and how this can be rectified. If the behaviour persists then a red card will be given
- In instances of serious poor behaviour – including physical or verbal aggression, refusal to follow instructions or swearing – a red card will be given. The member of staff on call will be summoned and the pupil accompanied indoors. The consequence of the red card is that they will miss the following two breaktimes/lunchtimes as a minimum

No children are allowed to be in the main building unsupervised unless going to the toilet.

### **Offensive and Inappropriate Language:**

The use of language to offend others will not be condoned. These incidents will be recorded and parents may be informed. Depending on the severity of the incident, consequences may be imposed in line with this behaviour policy.

### **Liaison:**

The following procedures will be adhered to when dealing with pupil behaviour:

- Staff must consult the Head Teacher when behaviour causes concern.
- Parents will be consulted informally and will be kept informed of progress.
- In certain circumstances liaison with outside agencies will take place.

### **Rewards and Consequences:**

Rewards for following the behaviour rules include:

- Praise including verbal praise and encouragement (most usual).
- Written praise in books.
- Public commendations in assembly.
- Prominent display of good work, stickers or certificates of commendation, verbal praise in front of parents.
- Moves upward on the Zone Board System.

Unacceptable behaviour at school, when a pupil is off-site under the control of a member of staff, or beyond the school gate when a pupil brings the school's name into disrepute, will result in consequences.

Consequences for inappropriate behaviour include:

- Verbal reprimand
- Loss of 'free' time
- Confiscation of items
- Extra work
- Informing and/or asking for a meeting with parents
- Placing of the child 'on report'
- Withdrawal from school activities or resources
- Internal exclusion
- Exclusion
- Permanent exclusion

More details of the specific consequences can be found in Appendix A.

It is the goal of the school to care for and educate all children. Very occasionally a pupil does not respond appropriately to our Code of Conduct and the behaviour support systems put in place to help them. This means that their own education is threatened as is that of other pupils. When the school is unable to meet the needs of such a pupil then more specialist help is sought and consideration will be given to finding the child a different alternative learning environment.

When the Head Teacher excludes a pupil, the parents, Chair of Governors and the LA are informed immediately.

### **Behaviour which affects the safety of a child or other children:**

Teachers and staff will attempt to diffuse any severe disruptive situations. Teachers and midday supervisors will use reasonable restraint if the safety of other children is compromised and a verbal command will not control the behaviour. Should an incident occur which results in injury to a pupil, the Head Teacher (or in his absence the Senior Teacher) must be informed as soon as practicable. The Head Teacher will decide on the action to be taken.

At all times adults must remember that restraint is an act of care and control and not punishment.

Under the Education Act 1997, teachers and other approved staff have a legal right to use reasonable force to prevent a pupil from:

- Committing an offence

- Injuring themselves or others
- Damaging property
- Disrupting good order and discipline.

In the event of physical restraint being used the following criteria should be adhered to:

- Pupils should be warned orally that they will be restrained.
- Only the minimum force should be applied.
- A member of the senior staff will be summoned immediately by sending a child.
- Circumstances and justification for using restraint must be reported to the Head Teacher and recorded in the school log immediately after the incident.
- The school governors will be informed by the Head Teacher.

Staff have been 'BehaviourSafe in Education' trained.

**Persons authorised to use physical restraint include:**

- All permanent members of the teaching staff.
- The non-teaching staff listed below:
  1. Teaching Assistants
  2. Midday Supervisors
  3. Administration Staff

**It should be noted that after a child has displayed severe behaviour, it can take up to ten minutes for them to calm down and be able to reason. It is therefore essential that following an incident the pupil is given 10 minutes away from other pupils (e.g. a quiet area where the pupil is visible to an adult) before the staff member discusses their behaviour with them.**

See Positive Handling Policy.

**Persistent Misbehaviour and Serious Disruption:**

Fighting, stealing, persistent disruption of lessons or disruptive playground play will not be tolerated. The Head Teacher and staff will discuss the problem after which parents will be contacted. Initially parents will be involved in informal discussions with the Head Teacher but if problems persist they will be recorded and placed on the child's file. Some problems may require the help of an outside agency but parents' permission will always be requested beforehand.

The Head Teacher can suspend pupils whose behaviour is consistently causing a nuisance or danger to others. This is not a decision that will be taken lightly and parents have the right to appeal.

The Head Teacher and governors can exclude pupils whose behaviour causes a danger to others.

### **Poor Behaviour Outside of School Grounds:**

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Head Teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable".

Where a pupil is bullying another pupil out of school it will be dealt with by the school and will be subject to the procedures outlined in the anti-bullying policy.

The school may discipline a pupil for any misbehaviour:

- When the child is taking part in any school-organised activity
- When the child is travelling to or from school
- When the child is wearing the school uniform (or is identifiable as a pupil at the school by what the pupil wears)
- If what the pupil says is likely to have repercussions for the orderly running of the school
- When the child's actions could adversely affect the reputation of the school.

If behaviour poses a threat to another pupil (beyond bullying) or member of the public then the person reporting the behaviour will be asked to report it to the police.

### **Bullying:**

Bullying takes many forms, not all of them easily apparent. All staff should be aware of procedures regarding bullying and if it is suspected to be taking place, or is reported to a member of staff, action will be taken in accordance with the school Anti-Bullying Policy.

### **Pastoral Care for School Staff Accused of Misconduct:**

In the case of misconduct allegations against school staff, the Head Teacher will draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' document when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

Allegations of abuse must be taken seriously, but the school, supported by advice from the Local Authority Designated Officer (LADO), will ensure that allegations are dealt with quickly in a fair and consistent way that provides effective protection for the child, and

supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and to guard against unwanted publicity whilst an allegation is being investigated. Suspension must not be used as an automatic response when an allegation has been reported.

If an allegation is determined to be unfounded or malicious, the LADO should refer the matter to Local Authority Children's Social Care Services to determine whether the child concerned is in need of services, or may have been abused by someone else. In the event that an allegation is shown to have been deliberately invented or malicious, the Head Teacher will consider whether any disciplinary action is appropriate against the pupil who made it. The police will be asked to consider whether any action might be appropriate against the person responsible, even if he or she was not a pupil.

**Other Policies:**

This policy should be read in conjunction with other school and Trust policies.

**Period of Review:**

As a matter of routine the Behaviour and Discipline Policy will be reviewed annually. Any areas of concern will be discussed and the policy revised accordingly.

**Conclusion:**

The policy has been prepared for the support of all teaching and support staff, who come into contact with pupils and for volunteers working within the school to explain the school's arrangements for care and control. Its contents are available to parents and pupils.



## Appendix A

### Consequences

*Any sanctions used must be reasonable and take into account the pupil's age, any special educational needs or disability they may have, any religious considerations and the provisions of the Equality Act 2010.*

#### What sanctions do we have?

**1. Verbal reprimand** – delivered in a controlled and appropriate manner.

**2. Loss of 'free' time:**

Teachers have a legal power to put pupils in detention, keeping in at breaks, lunchtimes, after school and PD days. Although schools have the legal right to detain a pupil after the end of the school session without parental consent, 'special' circumstances must be taken into account – the child's age; any special needs; any religious requirements. The school must also take into account whether the parent can reasonably arrange for a child to get home from school after the detention however, it does not matter if these arrangements are inconvenient. After school detentions may only be imposed with the consent of a member of the Senior Leadership Team. All 'keeping in' / detentions must be supervised by a member of staff. Detentions may be of variable length dependent upon the severity of misbehaviour and should have a constructive purpose.

**3. Confiscation and Searching:**

There are two sets of legal provisions which enable school staff to confiscate items from pupils.

- a) The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.
- b) Teachers have power to search without consent for "prohibited items" including but not limited to:
  - knives and weapons or items intended or likely to be used to cause harm
  - alcohol
  - illegal drugs
  - stolen items
  - tobacco, cigarette papers, vaping instruments and liquids
  - fireworks
  - pornographic images
  - mobile phones or other communication or photographic devices

Further reporting to the appropriate authorities may need to occur when an incident involving prohibited items occurs.

Members of staff should decide when and if to return a confiscated item. However, in most cases confiscation is a sufficient sanction and return of the item at the end of the lesson, school session, or school day is adequate to reinforce the school rule. Items of value which a pupil should not have brought to school or has misused in some way, should be stored safely and securely (e.g. the school office) until a responsible adult family member can collect them. Usual practice is for items to be returned at the end of the day however, for items such as a mobile 'phone' or a dangerous item, parents will be contacted and asked to collect the item. Weapons and knives must always be handed over to the police. All confiscated items should be recorded.

#### **4. Extra Work:**

Either to be done in 'detention' or at home.

#### **5. Informing, and possibly 'calling in' parents at the appropriate time:**

This must be done with care so that a clear and convincing case is prepared to present to parents and enlist their support. Where behaviour is unacceptable during lunchtimes a parent can be requested to take the child home for the lunchtime period.

#### **6. The 'On Report' System:**

A good and effective sanction when used in conjunction with parental support. This should be used carefully and is most effective when there is good positive support from home.

#### **7. Withdrawal** - from school activities and/or resources.

#### **8. Internal exclusion:**

The pupil is required to work in isolation from his/her peers and parents are informed of the reason.

#### **9. Exclusion:**

Where a pupil is effectively banned from attending school for a fixed period - possibly up to a week in the first instance. This is reserved for the most serious offences involving moral misdemeanour, theft, verbal or physical abuse of staff and pupils. Only the Head Teacher, or a senior leader in his/her absence, may exclude a pupil.

#### **10. Permanent Exclusion:**

This is the final sanction. It is used only on very rare occasions.

## Document History

Version	Date	Comments
Issue 1	October 2015	Revised policy.
Issue 2	November 2016	Revised in line with County Guidance. Physical Handling (Restraint Policy) added as an appendix.
Issue 3	November 2017	Revised and updated in line with current practice.
Issue 4	January 2020	Revised and updated in line with current practice. . Positive Handling (Restraint Policy) removed as an appendix but referred to.