



Poulton St Chad's C of E Primary School

BEHAVIOUR AND DISCIPLINE POLICY

Our Mission statement : St Chad's Church of England Primary School aims to develop all its pupils to their full intellectual, spiritual and physical potential by creating an atmosphere based on Christian faith and values in the Anglican tradition.

Background

During 2011 the DfE published a number of documents to guide schools on aspects of behaviour, the latest versions of which can be found at

www.education.gov.uk/schools/pupilsupport/behaviour

These include:

- Ensuring good behaviour in school;
- Guidance for Headteachers and school staff on behaviour and discipline;
- Guidance for Governing Bodies on behaviour and discipline:
- Use of Reasonable Force;
- Screening, Searching and Confiscation;
- Preventing and Tackling Bullying;
- Statutory Guidance and Regulations on Exclusion;
- Dealing with Allegations of Abuse against teachers and other staff.

Statement of Principles

Our school policy on behaviour and discipline is clearly guided by our mission statement:-

'Poulton-le-Fylde CE School aims to develop all its pupils to their full intellectual, spiritual and physical potential within an atmosphere based on Christian faith and values in the Anglican tradition. Collective Worship is central to the daily life of school and the strong links between school, home and parish are encouraged.'

Further guidance can be found in the school's aims and in particular the 2 which follow:

'To educate the children in a sincere, mindful and caring Christian community, laying a moral and spiritual foundation and providing teaching based on Christian beliefs, attitudes and traditions, especially those of the Anglican Church.'

and

'Through personal and social development to encourage self-discipline, civilised manners and behaviour and a respect for other persons and property.'

Our pupils will need to express care towards all people with whom they make contact, both children and adults, in their daily school lives. Our hope is that this attribute will also be applied outside school by our pupils, in all other walks of life and beyond their primary school years. Self discipline is of prime importance.

As a church school, we believe that children are created in the image of God. We want to stress that God cares for his creation and He wants people to care for His world and for each other. Jesus reminded us to 'love our neighbours as ourselves'. The way in which we behave in our daily lives will indicate whether we are prepared to respond to God's wishes.

School life should be built firmly on a foundation of love, justice, peace, truth and compassion. We will, therefore, want to stress that doing wrong will have consequences which may have to result in punishment. How we approach this at Poulton CE School is set out below but we do stress that in all cases of inappropriate or unacceptable behaviour, Christian forgiveness and reconciliation are always available.

Context

Please see other related policy documents:

- Health & safety policy
- Safeguarding/Child Protection policy
- Attendance policy
- Learning & teaching policy
- Home-school agreement
- Single equalities policy
- Anti-bullying policy (see also 'Preventing Bullying' section below)

Classroom Management

Staff manage behaviour in the classroom. This includes the structure of lessons to ensure a consistent approach, seating plans, ways of encouraging appropriate behaviours for optimum learning to take place and ways to engage pupils and maintain pace in lessons.

Throughout the school's curriculum, there are innumerable opportunities to reinforce positive behaviour. The teaching of History, Geography, English and Drama and many other subjects will present such opportunities along with a varied programme of extra-curricular activity. Religious Education and School Worship in particular will often carry suggestions and guidance for behaviour. Perhaps even more frequently, opportunities arise on a day-to-day basis as a result of relationships, working practices and everyday activities, through which positive behaviour patterns can be adopted. The way which all adults in school conduct their relationships and professional duties must be included as part of the whole picture. We will actively seek to optimise such opportunities to demonstrate and emphasise appropriate and acceptable behaviour in all we do in school.

Behaviour Code

Communicating our Policy to Pupils...

At all times we should stress the positive first. We might advise our pupils in the following way:

REMEMBER: Carrying out your jobs and duties make you reliable, thoughtful and helpful and make our school a better place for us all.

Politeness and good manners will make others want to behave in the same way towards you.

Your friends are valuable. Treat them well and they will repay your friendship and trust.

BUT: Bad behaviour and rough play usually hurts somebody and often spoils friendships.

AND: Bullying, cruelty, dishonesty and cheating are habits we do not want to see in school.

Our Year 6 pupils constructed the following behaviour code. This again can be used for reference in instances where pupils need reminders of how to conduct themselves.

Our school should be a happy place if we:

- look after one another at play
- be kind if someone is hurt
- allow others to speak and be ready to listen
- play together and enjoy your play
- share and be considerate
- care for your own and each other's property
- put litter in the bin and keep school tidy
- be still and quiet when asked
- be tidy, so that others do not have to find what you lose

We do recognise, however, that whatever we try to present to the children there will always be areas of the 'hidden' curriculum in school life. It is important for all staff to be aware and sensitive to the way in which pupils conduct themselves when they are not under the immediate guidance of staff.

Encouraging Good Behaviour

Positive reinforcement of acceptable behaviour is always likely to be the most productive approach with children. We must not simply take acceptable behaviour for granted. We must recognise it and praise it frequently. This provides further motivation, develops a helpful attitude and extends what is merely acceptable to a level which we hope will become exemplary.

This positive recognition can take place continuously, throughout the day, in a whole variety of ways and in response to the actions of children. It may also be evident in a more organised manner. We may seek to publish or publicise the behaviour to a wider audience of children or adults. Parents may be told. Pupils may receive team points, smiley faces, merit certificates or stickers, 'good news' awards, prizes or commendations from teachers or Headteacher. Good behaviour should be acknowledged and celebrated.

Dealing with Unacceptable Behaviour

The law says that teachers can discipline pupils whose behaviour falls below the standard which could reasonably be expected of them.

- The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the Headteacher;
- It must not breach any other legislation (for example in respect of disability, SEN, race and other equalities and human rights) and it must be reasonable in the circumstances.
- A punishment must be proportionate, i.e. be reasonable in all the circumstances and that account must be taken of the pupil's age, any SEN or disability they may have and any religious requirements affecting them.
- The Headteacher may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example on a school trip.
- Corporal punishment is illegal in all circumstances.

Where possible, a restorative approach is used to address pupil behaviour. As part of our Christian ethos we model forgiveness towards children and have expectations that they will

seriously consider this in their actions, although recognising this cannot be forced. An individual behaviour chart may be used in class. This enables the class teacher or support assistant to stress the positive improvements and reward children for modified and improved behaviour.

We have to recognise that there will be occasions, hopefully few, when these approaches will not work. Children need to understand that doing wrong has consequences which may lead to punishment.

Continuing disruption will initially be dealt with by the class teacher. Behaviour charts may be used as an incentive for good behaviour. Class teachers may notify parents if this happens more than once or twice.

Parents will be informed if their child is to be given a behaviour modification programme to enable parents and staff to consult and ensure consistency of treatment of the case.

If this is not effective, the next stage would be to refer the case to the Headteacher. If, after further action, the matter is not resolved the parents will be invited into school for discussion between all parties led by the Headteacher. An agreed course of action will be drawn up and monitored after the requirements of the school have been made clear to parents.

If necessary, punishment will be administered during these stages. This may take the form of verbal reprimand, isolation from the class or group, withdrawal of privileges, the giving of extra work or cancellation of play times. In more serious and continuing cases we may have to include the child on our Special Needs register for emotional/behavioural difficulties (EBD). As a final sanction, we may apply exclusion procedures (see Appendix 3) following guidance from the Local Authority or the Diocesan Authority. However, we do always seek to be positive in all cases of behaviour problems displayed by pupils. We have a Learning mentor who will work alongside any such children in class in order to attempt to enable the child to receive the same teaching experiences as other pupils.

Sanctions – conduct outside the school gates

Teachers have a statutory power to discipline pupils for misbehaving outside of school premises. Headteachers have a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent as is reasonable.'

Teachers may discipline for any misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing the school uniform
- In some other way identifiable as a pupil at the school

The teacher may also discipline for misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Prevention of Bullying – see also Anti-Bullying Policy

The school's response to bullying should not start at the point at which a child has been bullied. Staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. This might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or

through assemblies. Staff themselves will be able to determine what will work best for their pupils, depending on the particular issues they need to address.

Poulton CE School has an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.

The Equality Act 2010 (see Single Equalities Policy) 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.

Schools are required to comply with the new Equality Duty.

The Act also makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment.

Safeguarding children and young people

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, the school may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

Criminal Law:

It is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender. If school staff feel that an offence may have been committed they may elect to seek assistance from the Police, but any reference to the Police should only be undertaken with the agreement of the Headteacher.

Confiscation of inappropriate items

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

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment. Staff are protected against liability for damage to, or loss of,

any confiscated items provided they have acted lawfully and reasonably. The legislation does not describe what must be done with the confiscated item.

2. Power to search without consent for 'prohibited items' including:

- a. Knives and weapons
- b. Alcohol
- c. Illegal drugs
- d. Stolen items
- e. Tobacco and cigarette papers
- f. Pornographic images
- g. Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- h. Any item banned by the school rules which has been identified in the rules as an item which may be searched for

Weapons and knives and extreme or child pornography must be handed to the Police. Otherwise it is for the teacher to decide if and when to return an item, or whether to dispose of it.

Appendix 1

Roles and Responsibilities

The **governing body** is responsible for setting general principles that inform the behaviour policy. The **governing body** consults the **Headteacher, school staff, parents and pupils** when developing these principles. The governing body is aware of its responsibilities under the Equality Act 2010 to promote equality of opportunity and to reduce discrimination.

The **Headteacher** is responsible for developing the behaviour policy in the context of this framework and decides the standard of behaviour expected of **pupils** at the school and how that standard will be achieved, the school rules, any disciplinary penalties for breaking the rules and rewards for good behaviour. The behaviour policy includes measures to prevent all forms of bullying among **pupils**. The **Headteacher** must publicise the school behaviour policy, in writing, to **staff, parents and pupils** at least once a year

Teachers, teaching assistants and other paid staff with responsibility for pupils have the power to discipline **pupils** whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. **Teachers, teaching assistants and other paid staff** with responsibility for pupils can impose any reasonable disciplinary penalty in response to poor behaviour.

Schools are required to have, and to ask parents to sign, a Home School Agreement that outlines the responsibilities of the **parent** and the **school**; including those around behaviour and attendance.

Parents are under a legal duty to ensure that their child (aged 5-16) receives a suitable full-time education either at a school or by making other suitable arrangements.

For school-registered **pupils** or those attending Pupil Referral Units (PRUs), **parents** must ensure that their child attends punctually and regularly. If they do not, the **school or local authority** may ask them to sign a parenting contract or may issue a penalty sanction of £50 (rising to £100). The **local authority** may also prosecute a parent who fails to ensure their child's regular school attendance or apply to the courts for an education supervision order in respect of the **pupil** himself/herself.

Parents have a clear role in making sure their child is well behaved at school. If they do not, the **school or local authority** may ask them to sign a parenting contract or may apply for a court-imposed parenting order.

Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the **school or local authority** may issue a penalty sanction of £60 (rising to £120). [These have been increased as of 1st Sept 2012]

Parents must also ensure that their child attends the suitable full time education provided by the school governing body or the local authority from the sixth day of any exclusion.

Parents are expected to attend a reintegration interview following any fixed period exclusion from primary school and any fixed period exclusion of more than five days from secondary school. Failure to attend may make it more likely that the **local authority** will apply for a Parenting Order.

Appendix 2

Power to use reasonable force

1. What is reasonable force?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- Schools generally use force to control pupils and to restrain them.
 - 'Control' means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
 - 'Restraint' means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil
- The policy on the use of reasonable force acknowledges the legal duty to make reasonable adjustments for disabled pupils and pupils with special educational needs (SEN)

2. Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

3. When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- 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.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive pupils from the classroom where they have refused to follow an instruction to do so
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- restrain a pupil at risk of harming themselves through physical outbursts

Appendix 3

Notes on Exclusion

The Headteacher decides whether to exclude a pupil, for a fixed term or permanently, in line with the school's behaviour policy, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. Parents have the right to make representations to the governing body (or discipline committee) about an exclusion and the governing body must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where a governing body upholds a permanent exclusion parents have the right to appeal the decision to an independent review panel.

Schools are under a duty to provide suitable full-time education for an excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days.

Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

It is reasonable to expect that schools will endeavour to set and mark work for all excluded pupils during the first five days of any exclusion (although there is no legal duty to do so).

POLICY

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