

Cold Norton Primary School

Behaviour and Discipline Policy

The right to be safe

The right to learn and the right to teach

The right to respect others and the right to be respected

These rights will form the basis for individual responsibility and the rules and routines we subsequently adopt. They will underpin our expectations of pupil behaviour, the dialogue we enter into with children and the rewards and sanctions we employ.

Aims and Expectations

At Cold Norton Primary School we aim to ensure 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. We value the contribution of each person and treat each other with dignity and respect. The school's Behaviour Policy is therefore designed to support the way in which all members of the school can live, work and learn together. It aims to promote a productive environment where everyone feels happy, safe and secure and ensures that functions are carried out with a view to safeguarding and promoting the welfare of children.

The primary aim of the behaviour policy is not a system to enforce rules. 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.

We use this policy to ensure that we treat all children fairly and apply this behaviour policy in a consistent way. We encourage all members of our school community, both adults and children, to accept responsibility for ensuring high standards of behaviour are expected and maintained.

This policy aims to help children to grow and learn in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Strategies

- Our behaviour policy is to be implemented by all paid members of staff who have a responsibility for pupils, such as teaching assistants.
- The Headteacher(s) and Governing Body use this policy, including the sanctions and rewards, to support staff in managing behaviour.
- Parents are part of this policy and have a key role in supporting the school's behaviour policy.
- The essence of our approach to behaviour management will be one of developing pupil self-esteem and a positive approach to managing self-discipline. Pupils are encouraged to develop responsibility and independence.
- Inappropriate behaviour displayed by pupils will be disassociated from the pupil itself. "I like you, but I don't like your behaviour."
- We use agreed forms of reward to enhance good relationships e.g. work on display, sharing and achievement assemblies, the Gold Book, Star of the Week etc. Class teachers create a team spirit within their own classrooms, encouraging pupils to take responsibility for their own behaviour.

Roles and Responsibilities

The role of the Governors

The governing body has responsibility for setting down these general guidelines on standards of discipline and behaviour, and for reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

The role of the Headteacher (or Acting Headteacher)

It is the responsibility of the Headteacher 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 Headteacher to ensure the health, safety and welfare of all children in the school.

- The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- The Headteacher keeps records of all reported serious incidents of misbehaviour in the incident book and will inform parents of such incidents by phone call or letter.
- The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated acts or a single, very serious act of anti-social behaviour, the Headteacher may permanently exclude a child.

The role of the class teacher

The teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. The class teacher treats each child fairly and enforces the classroom code consistently. It is the responsibility of the class teacher to ensure that the school rules are enforced in their class so that their pupils know that they are

expected to behave in a responsible manner during lesson time. If a child misbehaves repeatedly in class, the class teacher seeks guidance and advice from senior colleagues.

The class teacher may discuss the needs of a child with the LA behaviour support service or ask the SENCO (Special Educational Needs Coordinator) to gather further information on the school's behalf. Teachers may be asked to contribute to the creation of a Pastoral Support Plan (PSP) or a Consistent Behaviour Management Plan (CMP).

The class teacher reports to parents about the progress of each child in their class, at Parents' Evenings and through the pupil's annual report. The class teacher may also contact a parent if she/he has any concerns about the behaviour or welfare of a child.

Staff responsibilities

- * To treat children fairly and with respect.
- * To raise children's self-esteem and develop their potential.
- * To provide a challenging and interesting and relevant curriculum.
- * To create a safe and pleasant environment, physically and emotionally.
- * To use our rules, rewards and sanctions clearly and consistently.
- * To be a good role model.
- * To form good relationships with parents so that all children can see that the key adults in their lives share a common aim.

The role of parents and the role of the child

The school aims to work collaboratively with parents with the intention that children receive consistent messages about how to behave at home and at school. We expect parents to support their child's learning, and to co-operate with the school with regards to behaviour.

We try to build a supportive dialogue between the home and the school, and we inform parents if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern 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 or the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The child's role is to understand and adhere to the class and school rules about good behaviour and to come to school each day ready and willing to learn and to act in a friendly, sociable and responsible way with the other children and all members of the school community. A growing sense of responsibility is expected as children move up from Reception to Year six.

Parents' responsibilities are:

- * To make children aware of appropriate behaviour in all situations.
- * To encourage independence and self-discipline.
- * To show an interest in all that their child does at school.
- * To foster good relationships with the school.
- * To support the school in the implementation of this policy.
- * To be aware of the school rules and expectations.

Children's responsibilities are:

- * To work to the best of their abilities, and allow others to do the same.
- * To treat others with respect
- * To obey the instructions of the school staff.
- * To take care of property and the environment in and out of school.
- * To co-operate with other children and adults.

Rewards

- ✚ We praise and reward children for good behaviour in a variety of ways:
 - ✚ teachers congratulate children
 - ✚ teachers give children team points in class
 - ✚ teachers speak to parents/carers at the end of the day
 - ✚ red certificates for academic achievement are awarded during whole-school assembly for pupils to take home and share with their parents/carer
 - ✚ teachers may send notes/postcards home to congratulate pupils on good behaviour and good work
 - ✚ weekly Achievement Assemblies are held whereby pupils may: receive a red certificate for achievement; be named in the Golden Book for exemplary behaviour; and the Star of the Week trophy is awarded to classes on a rotation basis
 - ✚ pupils are sent to the Headteacher's office to show examples of good work and may be rewarded with a 'Headteacher's Award' sticker or verbal praise for older pupils
 - ✚ the school acknowledges the efforts and achievements of children in out-of-school activities when they bring in certificates, medals and trophies to show

School Rules and Sanctions

In our school, the class teacher discusses the school and class rules with each class. 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 may form a discussion around this with the whole class during PSHE time.

In line with the Government guidance *Behaviour and Discipline in Schools* (January 2106), teachers, learning support assistants, midday Assistants and other paid staff with responsibility for pupils can impose any reasonable disciplinary penalty in response to poor behaviour.

The school employs a number of whole school sanctions to enforce the school rules, and to ensure a safe and positive learning environment. All adults are expected to employ these sanctions consistently and fairly:

1. We expect children to listen carefully to instructions in lessons. If they do not do so, we may ask them either to move to a place nearer the teacher, or to sit on their own.
2. We expect children to try their best in all activities. If they do not do so, we may ask them to re-do a task until it meets the expected standard for that child.
3. If a child is behaving poorly or inappropriately in class, the teacher will reprimand and give a behaviour warning - which may be verbal or non-verbal (e.g. a yellow card or name on the

board). The child may be moved to work on a table alone until he/she is in a position to work sensibly again with others. Break-times may be lost as a consequence. A child may have to write lines or do another written task in relation to their behaviour e.g. letter of apology, explanation of behaviour. A school-based community service may be imposed as a sanction for poor or inappropriate behaviour, *for example*, picking up litter, weeding, tidying or clearing the dining hall.

4. If the child continues to exhibit poor behaviour following the first reprimand or warning, the child may be sent out of class to the office or to another classroom. The work missed will be completed during a break-time, lunch-time or detention period. Being sent out of class is considered to be a serious issue.
5. If a child is sent out of class they may have two lunchtime detentions on the two following consecutive days. The parents of Key Stage 2 pupils will be informed that their child will need a packed lunch on these days to be eaten away from their peers. Any paid dinner money will be reimbursed. Pupils who are Key Stage 2 FSM will be served last in the dining room and will sit away from their peers. Alternatively, a senior member of staff may decide that the pupil will be given an after-school detention (see 6 below). A child may also lose prized privileges and/or responsibilities – for example losing a sports captaincy or not being allowed to take part in a non-uniform day or fun activity e.g. Easter egg hunt.
6. Senior members of staff may impose an after-school detention until 4pm. This will not be a 'same day' detention and parents will be given notice of at least one day. Parental consent is not required (see paragraph 31 of the DfE document *Behaviour and Discipline in Schools* January 2016).
7. Where misbehaviour in class persists, a pupil report form may be created. This will be filled in by teachers each day for an agreed period of time and sent home for parents to see. Class teachers and/or the Headteacher may request a meeting with the child's parents.
8. If the undesired behaviour persists, (in class or at lunchtimes) it will be necessary to invite parents to meet with the Headteacher to discuss the child's behaviour. The behaviour will then be monitored very closely and subject to regular review.
9. The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher may stop the activity and prevent the child from taking part for the rest of that session and possibly further sessions (e.g. where equipment is used). It may be necessary to remove the child to another classroom to be under the supervision of another adult.
10. If a child threatens, hurts or bullies another pupil, the class teacher reports the incident to a member of the senior leadership team and appropriate action is taken. Our Anti-Bullying Policy outlines the steps we take to deal with this sort of behaviour and we follow the *guidance from the Department of Education Preventing and Tackling Bullying*. 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. If

bullying outside school is reported to school staff it will be investigated and acted upon. We aim to do everything in our power to ensure that all children attend school free from fear.

11. In extreme cases, it may be necessary to exclude a pupil, either for a fixed-term period or permanently. This will only ever be considered after all possible alternatives have been explored. It is likely that it will be necessary to request additional support from other agencies such as the Behaviour Support Team or Educational Psychologist.

Examples of unacceptable behaviour (not exhaustive) and sanctions

Level 1 (use 1-3 strategies from above)	Level 2 (use 4-7 strategies from above)	Level 3 (use 8-11 strategies from above)
Not on task.	Persistence of level 1.	Persistence of level 2 over a period of time resulting in under performance.
Disrupting another child, chatting in class.	Poor or inappropriate behaviour continuing after first warning. Deliberately not completing tasks.	Persistence of level 2 over a period of time. Major disruption of class activity.
Speaking rudely to an adult or exhibiting an 'attitude' verbally or with body language	Answering back Defiance	Persistence of level 2 over a period of time. Dangerous refusal to obey instruction.
Telling lies, getting others into trouble.	Persistence of level 1, not admitting to or recognising act of behaviour.	Persistence of level 2 over a period of time. Manipulative behaviour, serious accusation against another pupil or member of staff.
Minor verbal abuse or bad language.	Persistence of level 1, including swearing or name calling.	Persistence of level 2 that results in verbal bullying or racial abuse.
Unsafe movement around classroom/school/playground.	Persistence of level 1 causing distress or disruption to lesson/others at play.	Persistence of level 2 over a period of time. Aggressive, violent behaviour towards staff/pupils/parents/self.

Careless damage.	Deliberate destruction of another child's work.	Persistence of level 2 over a period of time. Vandalism of school/other person's property or school building.
Destruction of property (1 st time) where it is unclear if it was accidental.	Minor vandalism.	As above.
Annoying behaviour to others e.g. poking, touching, pushing.	Isolated acts of violence e.g. kicking, hitting, thumping.	Persistence of level 2 over a period of time Aggressive, violent behaviour causing deliberate injury.
Spending unusually long or frequent periods out of class e.g. toilets with permission.	Frequently late for school, absent without notice (first day calling procedure) +advise HT.	Leaving school premises without consent.

Lunchtimes

Poor behaviour at lunchtimes may incur sanctions including detentions at break-times, lunchtimes or after school (with notice given). Children may be required to stay in the dining room for the duration of lunchtime and help clear up, write lines, perform a school-community service, stand outside the office or stand with an adult on the playground. An appropriate sanction will be given in line with the supervision available. A lunchtime incident book is used to record incidents and thereby identify pupils who are repeating poor behaviour.

Persistent or repeated poor behaviour, a single act of aggressive or violent behaviour, vandalism or dangerous refusal to obey an instruction will accelerate the pupil to Level 3 and may therefore result in exclusion.

Disability Equality

The school recognises that some pupils have emotional and behavioural disabilities such as those with ADD/ADHD, autism or attachment disorder have additional needs that may accelerate them to levels 2 or even 3. Careful consideration will be given on an individual basis for such pupils and reasonable adjustments will be made where possible. A risk assessment and a consistent behaviour management plan will be developed by the SENCo for those whose behaviour is an ongoing issue. Parents will be asked to sign and comply with these.

However, the three basic rights of all stakeholders are central to this policy and are key in promoting a healthy, safe and happy school environment for all.

Safeguarding

Careful consideration will be given as to whether a pupil's continuing disruptive behaviour causes staff to suspect that a child is suffering, or is likely to suffer, significant harm at home. Where this may be the case, school staff will follow the schools' safeguarding policy. The school will also consider whether a multiagency assessment is necessary.

Use of Reasonable Force

The DfE document *Use of reasonable force in schools* July 2013 should be read in relation to this section.

Staff will only intervene physically in order to restrain children and thereby prevent injury and never as a punishment. This includes occasions when the child is in danger of hurting him/herself or jeopardising health and safety. School staff are aware of and follow the *guidance from the Department of Education: Use of Reasonable Force*. All members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. Force may be used to control or restrain. Schools do not require parental consent to use force on a student. Reasonable adjustments will be made for disabled children and pupils identified as SEN. Staff may use reasonable force to: remove a disruptive pupil from the classroom where they have refused the instruction to leave the room; prevent a pupil behaving in a way that disrupts a school event or a school trip; prevent a pupil leaving the classroom where allowing the pupil to leave would pose a risk to their safety or lead to behaviour that disrupts the behaviour of others; prevent a pupil attacking a member of staff or another pupil; restrain a pupil at risk of harming themselves through violent outbursts; break up a fight or restraining a pupil to prevent violence or injury. The decision on whether or not to physically intervene is the professional judgement of the member of staff concerned at the time and depends on individual circumstances. *Restraint and control is a power and not a duty and is therefore the professional judgement of the member of staff; some members of staff may choose not to restrain or may be physically unable to restrain.* All members of staff will inform the Headteacher (or the most Senior Teacher on site) that a pupil has been restrained or physically controlled on the same day that it has occurred.

The power to discipline beyond the school gate

In line with guidance from the Department of Education published in January 2016, disciplining beyond the school gate covers the school's response to all non-criminal bad behaviour which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The Headteacher or teacher may choose to impose sanctions if a child is reported for bad behaviour when:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school
- Or when misbehaviour at any time, whether or not the conditions above apply, could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public, or could adversely affect the reputation of the school.

Screening and searching pupils

The DfE document *Searching, screening and confiscation – advice for Headteachers, school staff and governing bodies* (February 2014) should be read in relation to this section.

The Headteacher(s) and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have one of the following a prohibited item : knives or weapons, alcohol, illegal drugs, stolen items; tobacco and cigarette papers, fireworks and 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 property; and any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The member of staff conducting the search must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the pupil being searched. However, there is a limited exception to this rule whereby staff can carry out a search of a pupil of the opposite sex and without a witness present, where there is reasonable belief that there is a risk that serious harm could be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Fixed-term and permanent exclusions

The Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the Local Authority and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher. The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. They consider the circumstances in which the pupil was excluded and consider any representation by parents and the LA. If the governors' discipline committee decides that a pupil should be reinstated, the Headteacher must comply with this ruling. If the discipline committee uphold the Headteacher's decision to permanently exclude a pupil, the parents of the pupil may request an independent review. The independent review panel may decide to ask the discipline committee to review and/or reconsider the original decision.

Allegations of abuse against staff

In line with guidance from the Department for Education, when dealing with allegations of abuse against teachers and other staff, all allegations of abuse will be taken seriously. Our school is committed to ensuring that we deal with allegations 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 guard against unwanted publicity while an allegation is being investigated. Suspension of the member of staff will not be used as an automatic response when an allegation has been reported.

Allegations that are found to have been malicious will be removed from personnel records and any that are not substantiated, are unfounded or malicious will not be referred to in employer references. We will offer pastoral support to staff members in line with the DfE guidance.

Pupils who are found to have made malicious allegations are likely to have breached school behaviour policies. The school will therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

Monitoring

The Headteacher 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. The Headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

Review and publication

The governing body reviews this policy every year. The adopted policy is published to staff, parents and governors and is available in the school office and on the school website. The governors may, however, review the policy earlier than this, if: there is a change in school policy; in response to an incident in relation to behaviour; if the government introduces new regulations; or if the governing body receives recommendations on how the policy might be improved.

Reference documents that inform our policy and procedures:

Department for Education documents:

- *Behaviour and Discipline in Schools - Guidance for Headteachers and Staff* January 2016
- *Behaviour and Discipline in Schools– guidance for governing bodies* September 2015
- *Use of reasonable force in schools* July 2013
- *Searching, screening and confiscation– advice for Headteachers, school staff and governing bodies* February 2014
- *Allegations of abuse against teachers and non-teaching staff* 2012
- *School strategies for preventing and tackling bullying* 2012

Documents are easily accessible and free to download from GOV.UK using the search box.

Legislative links

Link to the Department's advice on the Equality Act 2010:

<http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/the-equality-act-2010>

Link to Use of Reasonable Force – advice for head teachers, staff and governing bodies:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0077153/use-of-reasonable-force-advice-for-school-leaders-staff-and-governing-bodies>

Link to Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0076897/screening-searching-and-confiscation>

Link to guidance on Dealing with Allegations of Abuse against Teachers and Other Staff':

<http://www.education.gov.uk/aboutdfe/advice/f0076882/ensuring-good-behaviour-inschools/allegations-of-abuse-against-staff>

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