



Attain Academy Partnership

## Learning and Loving It

### Policy on Behaviour and Discipline

HEADTEACHER	Mr Michael Wood
ADOPTED & RATIFIED BY FULL GOVERNING BODY:	To be Ratified
REVIEWED:	To be Ratified
RATIFIED BY FULL GOVERNING BODY:	To be Ratified
TO BE REVIEWED:	To be Ratified

(See also: Policy on Bullying, Equality Policy, Safeguarding Policy, Child Protection policy, Prevention of Extremism and Radicalisation, Physical Intervention Policy)

#### 1. Introduction

Our role at Bocking Primary School is to provide a welcoming, calm, caring, safe and structured environment in which pupils can work towards achieving their full potential. Class teachers are responsible for the duty of care towards children. A high duty of care is ensured through the collaborative work of the governing body, parents, Headteacher, Deputy Headteacher, teachers, teaching assistants, learning mentors, office staff, lunchtime staff, kitchen staff and anyone else working on site.

#### 2 Aims and objectives

2.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

2.2 The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. The policy aims to support the school community by making the boundaries of acceptable behaviour clear and enabling everyone to work together in an effective and considerate way.

2.3 All children are treated fairly and this behaviour policy is designed to ensure a consistent approach throughout the school with parental cooperation and involvement.

2.4 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.

2.5 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.

2.6 At Bocking Primary School we expect:

- Every member of the school community to behave in a considerate way towards others.
- All pupils to show respect and courtesy towards teachers and other staff and towards each other.

- Parents to encourage their children to show that respect and support the school's authority to discipline its pupils.
- The Headteacher to create that culture of respect by supporting the staff's authority to discipline pupils and ensuring that this happens consistently throughout the school.
- The governing body and the Headteacher to deal with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects pupils and at the same time supports the person who is the subject of the allegation.

This policy has been written in accordance with the following guidance and legislation:

- Education and Inspections Act 2006
- Education Act 2002
- Equality Act 2010
- Behaviour and Discipline in Schools: Advice for Headteachers and School Staff (DfE, Jan 2016).
- Exclusion from Maintained Schools, Academies and Pupil Referral Units in England: A guide for those with legal responsibilities in relation to exclusions (DfE: Sept 2012)
- Searching, Screening and Confiscation: Advice for Headteachers, School Staff and Governing Bodies (DfE Feb 2014)
- Keeping Children Safe in Education
- This policy applies to all children from Foundation Stage to Year 6.

### 3. Consistent Approach to Behaviour Management

3.1 Consistency when dealing with incidents of inappropriate behaviour is paramount. Maintaining good behaviour and discipline is **everybody's responsibility** in our school.

3.2 Good behaviour is as important as bad behaviour. The school uses simple levels of intervention for consistency of approach to nurture good behaviour and eradicate poor behaviour.

3.3 The school's rules were devised by the adults and the pupils in collaboration as a basis for maintaining a safe, respectful, happy and learning school.

3.4 The standard of behaviour expected from our pupils is based on the 3 terms, Ready, Respect, Safe: All school expectations and language used for promoting positive behaviour are based around these three terms.

3.5 As a member of Bocking Primary School, pupils have a right to be treated kindly; to be listened to; to be respected; to be safe and to learn.

3.6 The curriculum and adherence to British Values, i.e. the rule of law; individual liberty; mutual respect and tolerance of those with different faiths and beliefs, are central to maintaining order in our school. It provides an opportunity to:

- Discuss the need for rules in our society and in their role as protector of all our rights.
- Promote self-discipline, a sense of care for one another and a dislike of irresponsible behaviour should be positively encouraged.
- Display classroom rules and routines at the beginning of each school year which must be shared, agreed and followed by all.

3.7 As part of classroom management, all adults in the school utilise the classroom behaviour system 'Moving on Up'. This system has an emphasis on rewarding and praising good behaviour. Adults also use this system to impose early intervention on unwanted behaviours.

#### **4. Roles and Responsibilities**

In our school, it is everyone's responsibility to role model good behaviour and everyone's duty to support positive behaviour and discipline. Regular meetings take place in which the senior leadership team monitors the consistency of responses from staff and the pupils' attitudes to their learning. Regular meetings take place in which the senior leadership team monitors the consistency of responses from staff and the pupils' attitudes to their learning.

##### **a. Role of the Headteacher**

- To implement the school Behaviour and Discipline Policy consistently throughout the school, as required under the School Standards and Framework Act 1998, 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.
- Ensure that the Behaviour and Discipline Policy is understood by all staff, parents and pupils.
- Ensure absolute clarity about the expected standard of pupils' behaviour and the high expectations in the learning behaviours.
- To support the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- To be involved in, and keep records of, all serious incidents of misbehaviour and prejudice-related incidents
- To be involved in serious cases that may lead to exclusion. 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. For permanent exclusions, these actions are taken only after the school governors have been notified.

##### **b. Role of the Teaching Staff**

- To ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- To have high expectations of the children with regard to behaviour, and strive to ensure that all children work to the best of their ability.
- Ensure that school systems and structures are followed consistently with pupils treated fairly and treat all children in their class with respect and understanding.
- To be aware of any home circumstances which may affect a child's school life, health, safety or wellbeing
- To keep a record of all classroom incidents of misbehaviour in the class that lead to classroom removal. In the first instance, the class teacher will deal with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher will seek help and advice from the Headteacher.
- To deal with incidents which occur outside of school in an appropriate manner and inform the Headteacher, deputy Headteacher or a member of the senior leadership team.
- To investigate behaviour incidents rigorously and ensure closure on all incidents.
- To liaise 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 or the LA's behaviour support service.
- To build and maintain positive relationships with parents and carers so that all children can see that the key adults in their lives share a common aim.
- To report to parents 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.

##### **c. Role of All Staff**

- To model appropriate behaviour.

- To promote honesty and courtesy by example.
- To ensure fair treatment for all regardless of age, gender, ethnicity, ability and disability.
- To treat all children fairly and with respect.
- To recognise that each child is an individual and to be aware of their special needs.
- To use rules and sanctions clearly and consistently.
- To create a safe and pleasant environment, physically and emotionally.
- To recognise that experiences in and out of school can affect behaviour.
- To follow the agreed Behaviour and Discipline Policy and support each other in doing so.
- To complete behaviour incident forms for any incidents of misbehaviour in which a consequence has been delivered.

#### **d. Role of Pupils**

- To respect others' culture, ethnicity, feelings, values and beliefs.
- To behave in a safe way and follow the school's rule and routines.
- To obey the instructions of school staff.
- To work to the best of their abilities and allow others to do the same.
- To take responsibility for belongings and homework, to ask for help and do the best in all that is undertaken.
- Take good care of the school equipment and school property.
- To co-operate with other children and adults.
- Tell a member of staff if you are worried or unhappy or see someone being treated unkindly.

#### **e. Role of Governors**

- Ensure that policies designed to promote good discipline and behaviour are in place and that the policies reflect the guidance issued by the Secretary of State. The governors support the Headteacher in adhering to these guidelines.
- To ensure that all policies related to behaviour and discipline are regularly reviewed and monitored and their impact measured. To monitor and review the effectiveness of the policies.
- To ensure that systems and structures are adhered to fairly and consistently.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, 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.

#### **f. Role of Parents**

- To make children aware of appropriate behaviour in all situations. The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.
- To be aware of the school rules and expectations. School rules are explained in the school prospectus, and parents are expected to read them and support them.
- To support their child's learning, and to cooperate with the school, as set out in the home-school agreement (Appendix 2). The school aims to build a supportive dialogue between the home and the school, and parents are informed immediately if the school has concerns about their child's welfare or behaviour.
- To work in partnership with the school and support the systems and structures related to the implementation of this policy. If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school.

If parents 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 and finally the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

### **5. Powers to Discipline**

5.1 In our school, teachers, teaching assistants and all paid staff with responsibility for pupils, including midday assistants, have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (section 91 of the Education and Inspections Act 2006).

5.2 At Bocking Primary School, teachers can:

- Discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including school visits.
- Discipline pupils for misbehaviour outside school.
- Confiscate pupil's property.
- The senior leaders, deputy Headteacher and the Headteacher only impose sanctions as part of the school day, lunchtime or playtime as appropriate.

## 6. Our Behaviour System

At Bocking Primary School, children are encouraged to learn respect for others, belongings and school property; to establish orderly patterns of learning and behaviour through self-discipline and self-regulation; and to recognise the advantages of co-operation and friendship.

### Ready, Respect, Safe (RRS)

Within the classroom, rules centre on the terms, '**Ready, Respect, Safe**'. **RRS** are the pivotal elements from which classroom rules emanate. Class teachers should discuss these terms with children at the beginning of the academic year, what they mean and what behaviours would demonstrate these. Positive as well as unacceptable behaviours should be discussed with a final set of rules agreed. These rules should be displayed at the front of each and every classroom and modelled by the teacher on a frequent basis.

### Behaviour Supports and Classroom Management - "Talking for a Purpose" and Moving on Up:

At Bocking Primary School, we have two behaviour supports that run concurrently together. The first is Talking for a Purpose, (Language to Increase Compliance). Staff say what they mean and mean what they say. This is a language based intervention, where teaching staff use specific behavioural language to increase compliant behaviours, such as following adult directions.

**Talking for a Purpose** – language to increase compliance. 'Say what you mean and mean what you say'.

General guidelines of effective communication:

- Give a command as a statement, not a question.
- Give directions of what you WANT, NOT what you DON'T want.
- Limit your language.
- Gain the child's attention before giving an instruction. Face-to-face contact, on the child's level.
- Gain and maintain eye contact.
- **Tone is highly important.** When responding to poor behaviour, use a cool, mechanical, emotionless response. Save your emotion, passion, enthusiasm and excitement for when it has most impact – when behaviour is over and above.
- Once you have the child's attention and have stated your instruction, STOP talking.
- **GIVE FREQUENT PRAISE** when the child has followed or attempted to follow directions.
- If we want children to have good listening skills, then adults need to practice and model what good listening looks and sounds like.
- 'Say what you mean and mean what you say!'
- Be patient!

**'Show me you are ready'** – should be used **by all staff** to gain the children's attention.

The children should be taught to respond quickly by:

- Eyes looking at the adult
- Ears listening
- Lips quiet
- Hands still
- Focus

**Moving on Up** - The second is a classroom based management system called Moving on Up. Moving on Up is a positive approach to classroom management and is in every classroom at Bocking Primary School. The system has been specifically designed so that all children have the opportunity to learn how to make positive choices and to take responsibility for their own behaviour and learning. Every child within our school has the opportunity to earn the reward of fifteen minutes of TOPS Time each day. TOPS Time is the Time and Opportunity to Practise Skills where children learn skills through activities and games. This is not “free play” but the space for our children to develop social behaviours, such as sharing, co-operation and negotiation as well as academic behaviours such as listening.

**a. Sanctions:** At Bocking Primary School, a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment are utilised. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, they are asked either to move to a place nearer the teacher, or to sit on their own.
- Children are expected to try their best in all activities. If they do not do so, they may be asked to redo a task.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, the child is isolated from the rest of the class until s/he calms down, and is able to work sensibly again with others.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another child, the class teacher records the incident and the child is punished. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- The class teacher discusses the school 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 circle time.
- The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, action is taken immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. (See Bullying Policy)
- All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions taken by staff are in line with government guidance on the restraint of children and on the use of reasonable force. (See Section 8 and the Physical Intervention Policy).

In our school, consequences satisfy the following conditions:

- The decision to issue a consequence is made by a member of the paid staff authorised by the Headteacher.
- The decision to issue a consequence and the consequence itself is made on the school premises or while the pupil is under the charge of the member of staff, including on a school trip.

- That they do not breach any other legislation and are reasonable in all circumstances taking account of a pupil's age, any special educational needs, disability, race, religion and other equalities and human rights.
- That exclusions are only given by a member of the SLT and the Headteacher.
- That corporal punishment is illegal in all circumstances.
- That in cases where the behaviour under review gives cause to suspect that a pupil is suffering, or is likely to suffer, significant harm, staff will follow the school's safeguarding policy (See Child Protection Policy and Safeguarding Policy). Staff will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs.

#### **b. The power to discipline outside the school's gate.**

The school's reward and sanctions will apply to all pupils when poor behaviour and bullying occur anywhere off the school premises and which are witnessed by a staff member or reported to the school:

This might be when pupils are:

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

It also applies in instances that:

- 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.

The school will investigate any out of school behaviour incidents it is made aware of in line with the Behaviour and Discipline Policy and parents will always be spoken to by a senior leader or the Headteacher as appropriate.

- Equally, positive behaviour outside of the school gates should always be notified to the school and celebrated.

#### **c. Class and Playtime Removal**

- Class removal is used as a sanction in our school and is part of the rewards and sanctions that the school utilises. Class removals are given under the authority of the teachers and SLT.
- Class removals are given during lesson time and can be either for the remainder of a lesson or for the rest of a day depending on the level of poor behaviour that lead to the removal (judgement made by staff member). Children will be expected to complete their class work during this time.
- Parental consent is not required
- With lunchtime and playtime, children may be removed from play due to poor behaviour. They will be isolated for the remainder of their lunch or playtime and miss the next break session. Children will complete a reflection form during this time. The school allows reasonable time for the pupil to eat under supervision, drink and use the toilet.

#### **d. Confiscation of inappropriate items:**

- This forms part of the general power to discipline, and enables any member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damages to, or loss from, any confiscated items. The items must be handed in to the school office where they will be kept and given back to the parents following a meeting with the Headteacher.
- The school has the statutory power to search pupils or their possessions without consent for 'prohibited items' including weapons, knives, alcohol, illegal drugs, stolen items, cigarettes and any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property. More detailed guidance on confiscation is provided in the DfE guidance 'Screening, Searching and Confiscation – advice for Headteachers, Staff and Governing Bodies'.
- Searches can only be carried out on the school premises, by the Headteacher or a member of staff authorised by the Headteacher, and in the presence of a witness (another staff member).

Where possible, the witness and the person performing the search will be the same sex as the pupil.

- Weapons and knives are always handed over to the police otherwise it is for the Headteacher to return a confiscated item to the parents following a meeting with the Headteacher.

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

- The exclusion of a pupil is always the last resort and usually follows an attempt to remediate the inappropriate behaviour over a period of time. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called Exclusion from maintained schools, Academies and pupil referral units in England: A guide for those with legal responsibilities in relation to exclusion (DfE September 2012). This guidance is referred to in any decision to exclude a child from school.
- Only the Headteacher (or the deputy Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child 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 child, the parents immediately, and given 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 LA 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 child or extend the exclusion period made by the Headteacher.
- When a governor appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.
- If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

#### **7. Drug- and alcohol-related incidents:**

7.1 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 and the Pupil Medical Consent forms completed. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker. (See Policy for the Administration of Medicines and Management of Children's Illness)

7.2 The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

7.3 If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

7.4 It is forbidden for anyone, adult or child, to bring illegal drugs onto the school premises. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the Headteacher. If the offence is repeated, the child will be permanently excluded.

7.5 If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.



## **8. Coping with Challenging Behaviour**

8.1 In line with the UN Convention on the Rights of the Child, all children and young people have a right to be treated with dignity and respect, and to be protected from their own and dangerous behaviour and that of others. The legal provisions on school discipline provide members of staff with the power to use reasonable force to prevent pupils:

- Committing an offence.
- Injuring themselves or others
- Damaging property
- Maintain good order and discipline in the classroom

8.2 The school may use reasonable force to:

- Remove disruptive children 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 playground, and
- Restrain a pupil at risk of harming themselves through physical outbursts.

Any type of force should only be used as a last resort

8.3 Force is usually either to control or to restrain. Control means either passive physical contact (standing between pupils) or restraint (physically holding in order to bring a pupil under control). In the case of restraint, the degree of force will depend on the understanding, physical maturity, and developmental age, sex of the pupil and whether the pupil has a special educational need. The restraint is based on an assessment of the risks associated with the intervention.

8.4 The decision to use either control or restraint is down to the professional judgement of the staff member concerned. There is no requirement for parental consent however if this forms part of a daily management plan, partnership with the parent/guardian will be sought.

8.5 The school follows the separate guidance, Use of Reasonable Force – Advice for Headteachers, Staff and Governing Bodies (DfE, July 2013), and has a separate policy dealing with the Use of Physical Intervention.

8.6 All serious incidents requiring intervention are reported to the Headteacher and/or senior leader immediately following an incident and clearly recorded. The pupil's parents/guardian are informed at the end of the working day.

8.7 The interventions are monitored to help the school develop its practice and policy, inform risk assessments and management and to identify training and development needs.

8.8 All injuries resulting from the use of physical intervention are reported and recorded in accordance with the school procedures. The first aider will check for injuries, provide first aid/arrange for medical aid.

8.9 All complaints about the use of force will be thoroughly investigated by the school. A dispute about the use of physical intervention by a member of staff might lead to an investigation, either under disciplinary procedures or by the police and social services under Child Protection procedures.

## **9. Bullying and Prejudice-Related Incidents**

9.1 The school community has a duty to protect all its members and provide a safe, healthy environment.

9.2 The school does not tolerate bullying. All incidents of bullying, including prejudice-related incidents, are recorded and investigated thoroughly

9.3 The school's policies on Bullying and Equality outline the procedures and actions to be taken should an incident of bullying or prejudice-related incidents be reported. These policies ensure a consistent approach throughout the school.

## **10. Monitoring and review**

10.1 The Headteacher monitors the effectiveness of the Behaviour and Discipline Policy on a regular basis. The governing body receives reports on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

10.2 The school keeps a variety of records concerning incidents of misbehaviour. The class teacher or TA records classroom incidents on classroom incident forms. A record is also kept of any incidents that occur at break or lunchtimes on incident forms. These are handed to the Headteacher or SLT member for notification reasons.

10.3 The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

10.4 It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of equality; it will seek to ensure that the school abides by the Equality Act 2010.

10.5 The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.