



Policy:

SCHOOL DISCIPLINE AND BEHAVIOUR

This policy was last reviewed on: 27/01/2020

To be reviewed subsequently on: January 2021

Signature.....*Lee McLaue*..... (Chair of Governors)

Print name.....*Lee McLaue*..... Date:.....*27/01/20*.....

Signature.....*S. Phillips*..... (Head teachers)

Print name.....*S. Phillips*..... Date:.....*28/01/2020*.....



Policy: School Discipline and Behaviour Policy

Date Ratified:

Chair of Governors: Mr Lee McRae

Date for Review: January 2020

Date for Review: As required

This policy has been written with due consideration of the seven protected characteristics (Equality Act 2010) of sex, race, disability, religion or belief, sexual orientation, gender reassignment and Pregnancy or Maternity. If any of these characteristics were deemed to be at high risk with regard to the content, this will be recognised within the policy



School Discipline and Behaviour Policy

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).

This power also applies to all paid staff with responsibilities for pupils

Aims:

To outline the expectations for behaviour of all stakeholders in the school

To detail the rewards and sanctions for pupils within the guidelines of the behaviour policy

Principles agreed by school Governing Body:

- Show respect to each other
- Show self-discipline by taking responsibility for their actions
- Promote good behaviour by consistent and fair approach example
- Know that any form of bullying will be dealt with immediately and effectively
- Actively care for others
- Ensure that pupils complete assigned work
- When required teachers can screen and search pupils
- All paid staff have the power to use reasonable force and other physical contact (in line with 'Use of reasonable force , advice for head teachers staff and governing bodies)
- The power to discipline beyond the school gate
- To offer pastoral care for staff accused of misconduct
- To work with other agencies to assess the needs of pupils who display continuous disruptive behaviour
- Teachers have permission to confiscate pupil property

Any child with a specific behaviour plan or statement will follow an individualised code of conduct that will be shared with appropriate staff

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Promoting behaviour principles

The power to discipline applies to all paid staff with responsibility for pupils,

- Behaviours will be modelled by staff and visitors to the school at all times.
- Pupils will be reminded of the behaviour principles through all aspects of school life
- 4 simple school rules are used in school, these are regularly referred to across school
 - ❖ To respect everyone
 - ❖ To listen
 - ❖ To communicate correctly
 - ❖ To always try my best
- Staff will expect pupils to behave appropriately at all times and good behaviour will be rewarded
- Teachers have the power to discipline pupils for misbehaviour which occurs in school, and in some (when in uniform, on line bullying that comes into school etc) circumstances outside of school
- Behaviour principles are shared at pupil transition and induction
- Liaison with parents and other agencies

Rewards

- Positive praise ethos throughout the school
- Stickers
- Well done boards
- Sharing with parents
- House Points
- Visit to other teacher
- Visit to the Head teacher/Deputy/Phase leader
- Achievement Assembly
- Star of the Week
- Silver Trophy
- Bronze, silver and gold medals earned through attitude to learning diddy dots
- Responsibilities around school
- In class rewards system set up by class teachers

All staff will look for pupils behaving well and reward them.

Sanctions

- Warning , including explanation of how school rules have been broken, inform next step if the behaviour persists.
- Pupils will be encouraged to take responsibility for their actions, this may be explored through emotion coaching with a 3 step approach (Validate, limit and problem solve)
- Withdrawal to another area in the classroom
- Withdrawal to alternative class, this may involve missed classroom opportunities
- Children may be sent to playtime and/or lunchtime reflection to discuss their actions further
- Behaviours will be discussed at reflection, coaching and restorative approach will be used by the teacher leading reflection
- An appropriate punishment will be given dependent upon on the behaviour this may include school based sanctions such as litter picking, tidying a classroom, clearing the dining hall, removing graffiti may be imposed where relevant or missing part or whole of playtime.
- Some behaviours may require a longer period of time not participating in outdoor playtime, the decision will be made by a member of SLT based on the safety of the child and other children
- Reporting of unacceptable behaviour will be through behaviour logs, year group reflection books, lunchtime notes, central record systems more specific to bullying, racism etc
- If school staff become aware of children misbehaving outside of school, senior leaders may discuss this with the child and their family
- Children will not be permitted to attend after school clubs if their behaviour within school hours is a cause for concern, SLT have the right to remove children from after school clubs
- For some children including those with SEND, experiencing or having experienced trauma etc may find the steps a challenge, staff will make sensible adjustments to the procedures above if necessary
- Children whose behaviour in school breaches school rules and values such as not following adult instruction, verbal abuse of staff and pupils, physical assault on pupils will not be taken on trips/ residential outside of school if there is a concern for their

own, other pupils and staff safety. Risks assessments will be completed to assess the risk and a decision by SLT taken.

Reflection (Reflection runs at morning playtimes by a member of staff)

The purpose of reflection is for the child to discuss their actions and to consider future behaviour, an appropriate punishment may be given as detailed above. Parents will be informed when a child has been in reflection over 3 times.

Lunch time nurture club

Nurture club can be a supportive calmer environment for some children to eat lunch, children may also be asked to come to reflection to discuss behaviours or remain there for the duration of playtime if SLT have a concern that they are at risk of hurting others outside or for their own safety. 2013 Children may be sent into nurture club by lunchtime staff to explore an issue further, some children are offered open invitations by SLT to come into lunch club if they are finding playtime a challenge or for advice/support. Children with medical needs that prevent them from going out to play or how have issues/concerns to discuss may also attend lunch club. A member of SLT and behaviour support team run nurture club.

Persistent breaking of school rules

When a child persistently does not follow school expectations they will be referred to a member of the senior leadership team. Parents will be contacted and a behaviour plan will be agreed by all parties and a time period set when the plan will be reviewed. If the plan is breached privileges during the school day and offered by external services (e.g. clubs, removal of responsibilities held, representing the school and events in addition to the curriculum etc) will be removed. A report system may also be introduced to monitor behaviour in individual or specific lessons, this will be age appropriate to the child and shared with parents weekly.

Physical Intervention

The safety of pupils and adults at Hopping Hill is our paramount concern. Physical Intervention is sometimes essential in order to prevent a child hurting themselves, others or causing damage to property. Wherever possible behaviour/ handling plans will be in place to support adults and children prior to physical intervention being carried out but this may not always be the case in some circumstances. In the afore mentioned circumstances, reasonable force will be used. The school follows the Government guidance: Use of Reasonable Force – Advice for head teachers, staff and governing bodies <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
All restraints will be recorded in the numbered and bound book located in the head teacher's office.

Confiscation of property

The law allows:

- 1) The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully (Section 94 of the Education and Inspections Act 2006)
- 2) **Power to search without consent** for "prohibited items" including:
 - knives and weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
 - any article that has been or is likely to be used to commit an offence , cause personal injury 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
 - Inappropriate use of a mobile phone
 - Legal highs

The legislation (section 550ZA (3) Education Act 1996) sets out what must be done with prohibited items found as a result of a search.

When appropriate items may be handed to the police, otherwise it is for the teacher to decide if and when to return a confiscated item and to whom.

Working with Parents

- Parents will be informed of any incident that is referred to a senior member of staff. If a child is excluded for any period the parents or carers will be informed in writing within 24 hours of the exclusion but a telephone call will be used to inform parents initially.
- Parents will be informed in writing of exclusion and the arrangements for their child's return. At

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the readmission meeting, the assurance of future conduct will be required and parental support will be essential. The school will set work for the pupil during the period of exclusion but the responsibility for supervision rests with the parent. If the pupil is found in a public place during school hours whilst excluded the parents could be subject to a fixed penalty notice.

Exclusions

Internal and external exclusions may be given under the following circumstances:

- If a child causes deliberate, serious harm to another pupil or staff whilst under the supervision of school staff
- Is responsible for bullying or racism
- If a child causes consistent and continuous disruption to the learning of others
- Serious breach of a school rule
- If any prohibited items that are found on the child or they have been deemed to have brought to school
- Verbally abuses a member of staff

Exclusions of up to 1 day can be authorised by any senior leader.

Only the Head teacher will exclude pupils for a fixed term (or the senior teacher deputising in the Headteacher's absence).

Exclusion will always follow the DFE Legislation and NCC guidance, updated guidance on the NCC website

The severity of the incident will determine the length of exclusion. If a child is excluded for a full day or longer then they will have to attend a Return to School meeting with their parent or carer and senior leader.

In the event of fixed term exclusion the school are responsible for the pupils' education on days one to 5, parents are expected to collect work from school once it is available. From day 6 to 15 of any exclusion school is legally responsible for providing full time education. The Head teacher will write to parents/ carers regarding the arrangements. Exclusions beyond 15 days will follow NCC guidelines and involve Education Entitlement Services. Exclusions may ultimately lead to permanent exclusion following NCC guidelines.

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A child bringing in prohibited items can result in permanent exclusion

Malicious allegations against school staff

All allegations against staff that are found to be malicious will be instantly referred to the Governing Body to decide appropriate sanctions.

Bullying

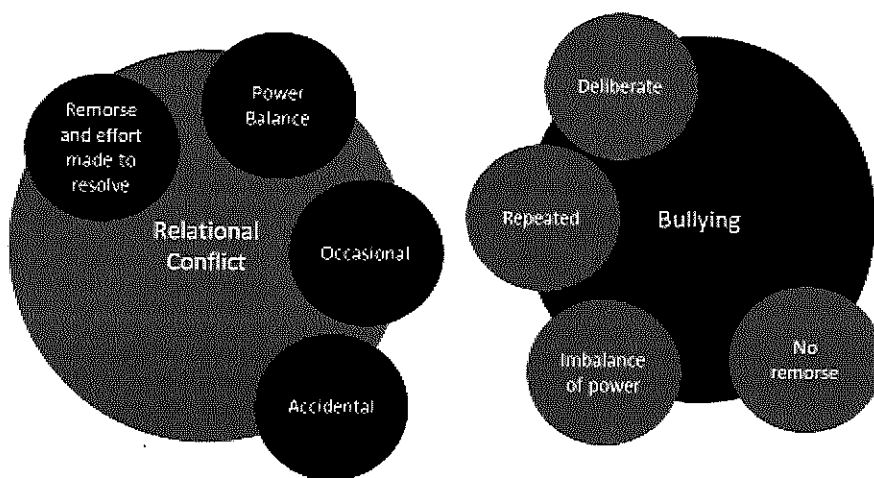
The school asks pupils and parents to inform them immediately of any incident which is perceived as bullying.

Bullying as defined by the NSPCC is:

Deliberately hurtful behaviour usually repeated over a period of time, where it is difficult for those bullied to defend themselves. It can take many forms, but the three main types are physical (e.g. hitting, kicking, theft), verbal (e.g. racist or sectarian remarks, threats, name-calling) and emotional (e.g. isolating an individual from the activities and social acceptance of his/her peer group).

Bullying includes persistent name calling or ostracising of pupils

A distinction is made between relationship conflict and bullying behaviour. The Anti-Bullying Alliance uses the following to distinguish between the two .Although it can still cause distress, Relationship conflict is a natural part of children's development and understanding of relationships .



This definition also includes any of the above behaviours carried out with technologies such as mobile phones, email and social networking sites (cyber bullying).

(NSPCC, Co-operating to safeguard children Chapter 9.48)

- The incident will be investigated by a member of teaching staff, who will talk to all relevant parties at the earliest opportunity
- If there is any evidence of bullying a senior member of staff will be informed and parents contacted
- When a case is not perceived as bullying the class teacher will to appropriate measures to address any issues
- Family support worker maybe be offered to pupils
- Appropriate staff will be informed of the incident to ensure that any subsequent incidents can

be avoided and the situation monitored

- Incidences may be recorded on schools central log to track patterns, occurrences and build a wider picture
- Bullying can lead to exclusion

Power to use reasonable force

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.

Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Use of seclusion room

A room or space maybe used to allow children to calm down, deescalate and ensure the safety and wellbeing of the child and others. A child will be kept no longer than is necessary and that their time spent there is used as constructively as possible

Equality

All children will be treated equally in every aspect of their education including equal access to the reward system. No member of the school community will ever be discriminated against. This policy is in conjunction with the Equal Opportunities Policy and recognises the seven protected characteristics as cited in the 2010 Equality Act which are:

Sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity

Racist incidents will be reported following Local Authority Guidelines.

Confidentiality

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All children and their families are entitled to confidentiality. Any incident will be handled sensitively and only professionals who need to be informed of the details of any incident will be informed.