

St Nicholas CE Primary School
Belonging, Believing, Becoming
Behaviour and Discipline Policy

Introduction

Everyone at St Nicholas CE Primary School should aim for the highest possible standards of behaviour. We believe that everyone connected with the school should play their part in securing an orderly atmosphere conducive to effective teaching and learning.

We recognise the importance of a positive atmosphere based on Christian values, a sense of community and shared values and a whole school approach to promoting good behaviour. Our Christian vision and associated values underpin relationships at all levels in the school community, our aim is to enable pupils to disagree well and to practice forgiveness and reconciliation.

We also recognise the importance of personal, social, moral and spiritual education as a means of promoting the values of mutual respect, self-discipline and social responsibility, which underlie good behaviour.

We believe that pupils tend to behave more responsibly if they are given responsibilities and aim to provide opportunities for all our children to take on responsibilities appropriate to their age and stage of development, recognising their non-academic achievements.

We expect pupils and parents/carers to co-operate as 'partners in learning' to maintain an orderly climate for learning.

By law:

- Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.
- The power to discipline also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Headteachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
- Governing bodies of maintained schools have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

Aims of Our School Behaviour Policy

The aims of this policy are to:

- promote good behaviour, self-discipline and respect;
- prevent bullying;
- ensure that pupils complete assigned work
- regulate the conduct of pupils.

The headteacher must have regard to any guidance or notification provided by the governing body which may include the following:

- Screening and searching pupils;
- The power to use reasonable force and other physical contact;
- The power to discipline beyond the school gate;
- When to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour
- Pastoral care for staff accused of misconduct

Teachers' powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff.

Disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff

Our school has legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

Discipline in schools – teachers' powers

Key Points

- 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).
- The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate pupils' property.

Sanctions for poor behaviour choices

What the law allows:

Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a sanction on that pupil.

To be lawful, the sanction (including detentions) must satisfy the following three conditions:

- 1) The decision to sanction a pupil must be made by a paid member of school staff or a member of staff authorised by the headteacher;
- 2) The decision to sanction the pupil and the sanction itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
- 3) It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

A sanction must be proportionate. In determining whether a sanction is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

The headteacher may limit the power to apply particular sanctions to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

Corporal punishment is illegal in all circumstances.

Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multiagency assessment is necessary.

Behaviour and Sanctions

School staff, pupils and parents should all be clear of the high standards of behaviour expected of all pupils at all times. The behaviour policy should be supported and backed-up by senior staff and the head teacher.

In our school we encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils.

In our school, we have in place a range of options and rewards to reinforce and praise good behaviour, and clear sanctions for those who do not comply with the school's behaviour policy. These will be proportionate and fair responses that may vary according to the age of the pupils, and any other special circumstances that affect the pupil.

When poor behaviour is identified, sanctions should be implemented consistently and fairly in line with the behaviour policy.

These can include:

- A verbal reprimand.
- Warning x 2
- Move to isolation table/chair
- 10 minutes in another class
- Extra work or repeating unsatisfactory work until it meets the required standard.
- The setting of written tasks as sanctions, such as writing lines or an essay.
- Loss of privileges – e.g. withdrawal of star chart reward, representing the school at a sporting event or on a school visit, the loss of a prized responsibility or not being able to participate in a non-uniform day (sometimes referred to as ‘mufti’ days).
- School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.
- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed “on report” for behaviour monitoring.
- Send to Headteacher
- Behaviour modification in conjunction with rewards or sanctions e.g. half hourly report to Headteacher.
- Playtime – see playtime sanctions, this may include withdrawal of free time for one or a number of break times.
- Detention including during lunch-time, after school and at weekends.
- Official letter to parent requesting consultation
- In more extreme cases schools may use temporary or permanent exclusion.

Note: Children must not be asked to stand in the corridor

Pupils’ conduct outside the school gates – teachers’ powers

What the law allows:

Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable”

In response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school the following procedure will be applied:

- Investigation by Senior Leader
- Discussion with alleged victim and perpetrator
- Discussion with parents
- Sanctions applied as appropriate
- A formal behaviour plan may be created and regularly reviewed with parents and child

Teachers may discipline pupils for:

- misbehaviour when the pupil is 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

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.

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Detention

What the law allows:

Teachers have a power to issue detention to pupils (aged under 18).

In our school we may use detention (including detention outside of school hours) as a sanction, although this is very rare.

The times outside normal school hours when detention can be given (the 'permitted day of detention') include:

- a) any school day where the pupil does not have permission to be absent;
- b) weekends - except the weekend preceding or following the half term break; and
- c) non-teaching days – usually referred to as 'training days', 'INSET days' or 'noncontact days'.

30. The headteacher can decide which members of staff can put pupils in detention.

Parental consent is not required for detentions.

As with any disciplinary penalty a member of staff must act reasonably given all the circumstances, when imposing a detention.

With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

Detentions outside school hours

School staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- Whether the detention is likely to put the pupil at risk.
- Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.

- Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the pupil can get home safely; and
- Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

Confiscation of inappropriate items

What the law allows:

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 pupil's property as a sanction, 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. Any confiscated items will be kept locked away in the school office until the appropriate authority has been informed.

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.

Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

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.

Mobile phones may be searched for without consent. Force cannot be used to search for these items.

Seclusion / isolation rooms

Disruptive pupils may need to be placed in an area away from other pupils for a limited period, in what are often referred to as seclusion or isolation rooms although this would rarely happen in our school.

We will act reasonably in all the circumstances when using such rooms. Any use of isolation that prevents a child from leaving a room of their own free will should only be considered in exceptional circumstances. The school must also ensure the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare.

It is for individual schools to decide how long a pupil should be kept in seclusion or isolation, and for the staff member in charge to determine what pupils may and may not do during the time they are there. Schools should ensure that pupils are kept in seclusion or isolation no longer than is necessary and that their time spent there is used as constructively as possible. We will also allow pupils time to eat or use the toilet.

Staff development and support

Staff receive training as part of our carefully planned continuous professional development programme. This included Team Teach training for the safe care and control of pupils, training in relation to children with special educational needs and general behaviour management training.

Pupil support systems

Our Pupil Support Adviser/Learning Mentor is highly skilled in supporting children and parents in relation to behaviour and also in promoting positive mental health and wellbeing. She is able to offer personalised programmes of support as well as signposting to external agencies.

Liaison with parents and other agencies

As a school, we highly prize our relationships with parents. We offer an open-door policy so that parents are able to make an appointment to discuss their child's progress and/or behaviour at any time during the school year. We also offer two formal parents' evenings in the Autumn and Spring terms and an end of year report in the Summer term, which may include comments regarding behaviour. Our Parent Support Advisor is highly skilled in supporting parents and can offer strategies to promote positive behaviour at home.

School staff will also work closely with the Local Authority behaviour support services and mental health services such as the Well Young Person Team.

Managing pupil transition

Transition points can be challenging for pupils who have difficulty self-regulating and managing their own behaviour. Our staff will liaise closely with staff from other settings when children transfer to us. They will also meet with staff from receiving schools, when requested to do so, in order to provide information and strategies that have supported positive behaviour.

As children move through our school, staff will liaise closely with each other in order to provide opportunities for information to be shared and for children to be supported with transition. This may also include additional visits to new classrooms in the Summer term so that children become more familiar with their new classroom and teacher.

Organisation and facilities

Our school is a small one-form-entry primary school and we are limited in terms of internal space. We do however, have quiet, small group teaching rooms which can be used to support children who may need time out to calm down. Our outdoor space is plentiful and our active mile track is often used for 'time out' where a child can be supervised by a member of staff to run or walk in order to calm down following a period of challenging behaviour.

A consistent approach to behaviour management

School Rules

Our school rules have been formulated by staff and children working together. They are: -

1. No one will be hurt

This includes physical aggression, lack of concern for others, verbal abuse and unkind acts or remarks. We should try to treat others in the way in which we would like them to treat us. It also includes hindering other children in their work as this harms their right to an environment suitable for learning.

2. Walk quietly

This means never running, barging or shouting, but being ready to help by opening doors, standing back to let people pass and helping to carry things. That way no one will be hurt and no one is disturbed by the noise.

3. The school and grounds will be kept clean and tidy

We want our school to be a welcoming place that we can all be proud of. This means putting litter in bins, keeping walls and furniture clean and unmarked, taking care of displays, particularly of other people's work.

4. Always do your best

Our best is always good enough. This means doing your best work and trying your best to behave well.

Children should be reminded regularly of the school rules.

Relationships are vital between everyone and at every level. We should greet people, speak and listen to people, smile and relate to people and communicate with them.

Behaviour strategies and the teaching of good behaviour

Acceptable standards depend on good examples, setting high standards and applying rules firmly and fairly. We must expect to give and receive respect, treating everyone as an individual. To maintain discipline we must insist on acceptable standards of behaviour, work and respect. We must apply school rules uniformly, work to the agreed procedures and follow up problems to their conclusion.

We must accept that where children are learning and testing the boundaries of acceptable behaviour there will be problems. Our success is tested not by the absence of problems but by the way we deal with them.

We should address the problem by avoiding confrontation, listening to each other, establishing the facts, judging only when certain and using sanctions sparingly.

We should avoid: -

- * humiliating
- * shouting
- * over-reacting
- * blanket sanctions
- * over-sanction
- * sarcasm

We should:-

- * use humour
- * keep calm
- * listening
- * be positive
- * build relationships
- * be consistent

The majority of children are co-operative. We should deal immediately with the few who present problems by establishing our authority firmly and calmly and separating the problem from the person.

Only if a problem cannot be resolved should it be referred on to the Headteacher or Deputy Head.

In an emergency the offender should be escorted to the most accessible senior member of staff.

Records of problems should be kept, as factual information on file can save time and make a solution more likely.

Ongoing problems should be recorded by the class teacher, copies should be made available for the Headteacher each half term or more frequently depending on the severity of the incidents.

Infant and Junior Playtime incidents need to be recorded accurately and accessible for the Headteacher to view each half term.

This policy should be read in conjunction with:-

- Codes of Conduct
- Rewards
- Sanctions
- Playtime rules
- General information in the staff handbook

SCHOOL RULES

- **No one will be hurt**
- **Walk quietly**
- **The school and grounds will be kept clean and tidy**
- **Always do your best**

REWARDS

- Signs of approval, praise and encouragement
- Displays of work
- House points (these can be 'banked' for negotiated class treats)
- Table points
- Merits
- Student of the Week Behaviour and Achievement Certificates
- Stickers
- Sporting Player of the Match Awards/Certificates
- Praise from another member of staff
- Special mention in assembly
- Lunchtime stickers
- Badges given for representing the school
- Star chart that builds up to a reward
- Headteacher Awards

SANCTIONS

- A verbal reprimand.
- Warning x 2
- Move to isolation table/chair
- 10 minutes in another class
- Extra work or repeating unsatisfactory work until it meets the required standard.
- The setting of written tasks as sanctions, such as writing lines or an essay.
- Loss of privileges – e.g. withdrawal of star chart reward, representing the school at a sporting event or on a school visit, the loss of a prized responsibility or not being able to participate in a non-uniform day (sometimes referred to as 'mufti' days).
- School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.
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- Send to Headteacher
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- Playtime – see playtime sanctions, this may include withdrawal of free time for one or a number of break times.
- Detention including during lunch-time, after school and at weekends.
- Official letter to parent requesting consultation
- In more extreme cases schools may use temporary or permanent exclusion

Note: Children must not be asked to stand in the corridor.

PLAYTIME RULES

- No one will be hurt
- All adults will be respected
- No one will be in school unless with a teacher
- Only appropriate language will be used
- When the whistle blows move carefully to lines.
- Keep the playground tidy

BEHAVIOUR CODE OF PRACTICE

A) About the School

Children are expected

- to be reasonably quiet
- to walk
- not to wander about the building and grounds
- to care for the building and grounds
- to treat adults and children with respect
- to carry out tasks sensibly
- to collect and return equipment in an orderly fashion
- to ensure that no one is hurt, either physically or emotionally.
- To wear their uniform correctly

Implications for staff

Every member of staff must be prepared to correct any infringement of this code of behaviour by

- expecting high standards of behaviour
- never ignoring any infringement
- giving an explanation of what is expected
- investigating any disturbance e.g. toilets, library
- setting an example
- supporting colleagues and ancillary staff

B) In the classroom

Children are expected

- to enter and leave in an orderly manner
- to be reasonably quiet at all times
- to be silent at specific times when asked
- to get on with set tasks
- to be polite to adults and children
- not to interrupt adults or children
- not to interfere with the work of others
- to care for materials and apparatus
- to care for the general appearance of the classroom
- to respect other people's belongings
- to complete tasks set by teachers

Implications for staff

- Every member of staff should have high expectations of behaviour and work.
- Everyone should set high standards of care, tidiness and cleanliness in the classroom.
- Children should be supervised when entering or leaving the classroom.
- Every member of staff should correct any infringement on the code of behaviour by:
 - never ignoring any infringement
 - being fair in listening to children's explanations of why breakdown has occurred
 - giving an explanation of what is expected
 - supporting colleagues and ancillary staff

C) Assemblies

Children are expected

- to line up in silence ready to lead into the hall
- to walk to the hall silently and in an orderly manner
- to listen, without interruption or disruption, to the assembly
- to leave the hall and re-enter classrooms in an orderly manner

Implications for staff

The first teacher in the hall is responsible for the children until the teacher leading the assembly arrives.

Every member of staff should ensure that:

- children are silent before leading into the hall
- children are punctual for assembly
- children listen in silence
- children return to their classrooms in silence and in an orderly manner.

Staff excused assembly should return to the hall to accompany their children back to the classroom.

D) PLAYTIMES

Children are expected

- to leave classrooms in an orderly manner
- not to re-enter the building during break except to go to the toilet or first aid
- to respect others and not interfere with the games of other children
- to be polite to adults and children
- to report problems to the teacher on duty
- to line up in orderly manner on hearing the whistle (juniors) to stand still on hearing the bell and to walk in when told to by the teacher (infants)
- to enter the classroom quietly under the supervision of the teacher.

Implications for staff

- Duty teachers should be in the playground promptly.
- Children should be supervised whilst leaving classrooms.
- Children should be reminded that they are not expected to re-enter the building except to go to the toilet.
- Children should be reminded about going to the toilet.
- Duty teachers should patrol the playground and be ready to intervene before problems develop.
- In the case of major problems, the headteacher should be sent for.
- TWO minutes before the end of break the duty teacher should send a child to warn the staff that the whistle will be blown.
- The whistle should be blown when class teachers are ready to receive their children.
- Class teachers should supervise children's entry.

E) WET PLAYTIMES

Children are expected

- to follow the normal code of behaviour applicable to behaviour in the classroom.

Implications for staff

Teachers should make it clear to children

- which activities are not to be used during their absence
- whether children may continue with class work
- whether children may use games etc.
- that the classroom should be left tidy at the end of break.

F) LUNCHTIMES

Children are expected to

- play appropriately in the playground
- not to be in school or enter school without permission
- follow instructions given by the lunchtime staff
- to stand still on the blow of one whistle or a continual whistle

Implications for staff

- To treat all children equally
- To line children up at final whistle ready to return to class
- To send a message to staffroom two minutes before whistle is blown
- Welfare staff should patrol the playground and be ready to intervene before problems develop.
- Uphold school Behaviour policy
- Deal with all incidents if possible but refer to Headteacher or Deputy Head if necessary

G) WET LUNCHTIMES

Children are expected to

- take part in a stationary, calm activity in own classrooms
- be responsible for equipment and tidying up all games and activities

Implications for staff

- be aware of what activities are allowed at lunchtime
- encouraging children to tidy up in time for afternoon lessons

At lunchtime the First Aid will be administered where possible on the playground. Welfare staff will take it in turns to administer any first aid that needs to take place in the green room.

Playtime Sanctions

If a child is doing something he or she should not be doing as long as they are not causing physical harm to others, they will receive a verbal reminder that the behaviour is not appropriate. They should be told that if they repeat the behaviour they will be choosing to spend five minutes in the time out zone by the wall.

At a second offence the child will be asked to sit out on one of the benches for five minutes.

At the end of this time the lunchtime supervisor should remind the child why he/she has spent the last five minutes sitting out and an apology should be sought. If they refuse to apologise they stay there till they do. If they come away from the benches the time starts again.

If the child further offends during the same lunchtime, they will spend another five minutes sitting out.

The class teacher or the head teacher will discuss ongoing problems at lunchtime with parents.

If there is a serious physical incident between two children they should be brought in and seated separately to calm down. The Head teacher or the deputy in her absence will deal with this.

For persistent, serious, inappropriate behaviour the following strategies may be used:

- Loss of privileges e.g. use of outdoor equipment, only allowed in certain playground zones
- Parental involvement
- Involvement of Headteacher or Deputy Headteacher.
- Weekly/ daily report
- Fixed period exclusion
- Behaviour Support Team intervention
- Permanent exclusion

It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual pupil, and staff are expected to use their discretion. Consequences should however, be applied fairly, consistently, proportionally and reasonably, considering special educational needs and disability and the needs of vulnerable children. Support and assessment from within the school and from external agencies should be available to support as necessary for pupils who display continued disruptive behaviour.

The school will follow guidance on exclusion from the LA and DfE

The governors strongly feel that fixed-term suspensions must only be used as a last resort.

Member of staff responsible: Rebecca Woods
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