

School Discipline and Pupil Behaviour Policy

Policy Status – This is a policy required by law (Education and Inspection Act 2006: Section 89)

Review frequency: Head Teacher free to determine.

Approval: Head Teacher.

Policy developed by: Staff, Pupils and Governors

Date of policy: January 2017

Suggested Review Date: January 2020

Governor Statement of Principles for promoting good behaviour

Our school vision is to inspire and celebrate learning, achievement, faith and fun. Ours is a school that works in partnership with the community to enable and equip each child to live life to the full, reflecting the Christian values of our foundation.

Introduction

Legislation requires that a statement of principles promoting good behaviour be provided by Governors. It has been developed and agreed by the Governing Body after consultation with parents, pupils and staff. These principles will underpin the school's Behaviour Policy, which will define the roles, responsibilities and practice in this area. Implementation of the policy lies with the Head Teacher of the school. These principles are intended to support the school's values by promoting a friendly, creative and purposeful community whose members feel valued and supported, and where courtesy and mutual respect are expected from everyone.

Our Values

The school aims to encourage learning by providing a welcoming, friendly and supportive environment in which Christian values are central to the ethos of the school and its teaching. Following consultation (April to June 2013) these Christian values were recognised as being fundamental to our identity and to our purpose. As such, they should underpin the statement of Principles;

- **Compassion**
- **Forgiveness**
- **Friendship**
- **Hope**
- **Perseverance**
- **Respect**
- **Responsibility & Justice**
- **Service**
- **Thankfulness & Generosity**

Statement of Principles

ALL of the adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children. As adults we aim to:

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on the basic Christian principles of kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all.

*"Good behaviour is a necessary condition for effective teaching to take place."
(Education Observed 5 - DES 1987)*

The Governing Body and the entire staff accept this principle and seek to create an environment in the school which encourages and reinforces good behaviour. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process.

Aims Of The Policy

- To create an environment which encourages and reinforces good behaviour.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To support the ethos of the school
- To provide a means of identifying children who have special needs that relate to their behaviour and emotional development and specify the provision that would need to be made
- To ensure that the school's expectations and strategies are widely known and understood. (From 2006, it is a legal requirement that schools should inform parents and carers about their behaviour and discipline policy and consult with them about the content of the policy and explain the anti-bullying measures that exist in school.)
- To encourage the involvement of both home and school in the implementation of this policy.

Standards Of Behaviour

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations which are either fulfilled or not. Thus the school has a central role in the children's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals.

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children, and be differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feed-back to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters. We believe that setting targets for achievement and behaviour with the children helps to ensure that they are fully involved in achieving the standards of behaviour which we feel are acceptable.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between staff and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Each class will develop their own class rules, which will be based on the school rules that are displayed throughout the school. Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Criticism should be a private matter between staff member and child to avoid resentment.

Rules and Procedures

Rules and procedures have been designed to make clear to the children how they can achieve acceptable standards of behaviour.

Rules and procedures should:

- be kept to a necessary minimum;
- be positively stated, telling the children what to do rather than what not to do;
- be unambiguous
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- be consistently applied and enforced;

promote the idea that every member of the school has responsibilities towards the whole.

Authority and Enforcement

The DFE has issued guidance entitled "Behaviour and discipline in schools - advice for Head Teachers and school staff" (February 2014) which is attached as an appendix. It sets out the legal position for school staff regarding the power to discipline pupils for misbehaviour off-site and outside the school day, powers of search and powers of confiscation.

The Head Teacher is required to state the roles and powers of authority for school staff. At North Nibley the power to discipline is invested in all paid staff. Teaching Assistants (TAs) managing the behaviour of individuals and groups may praise, reward, caution and 'tell off' the children they are directly working with, and they are required to support the expectations of the school more generally – for example ensuring that children move around the building with due care. In North Nibley sanctions (punishments) should ideally be prescribed by TAs and Teachers working together, though TAs can also impose sanctions, including break and lunchtime detentions if an immediate response is required. It is required that TAs also discuss the offence and proposed sanction with the class teacher.

Other detentions (including weekends and INSET days) may only be prescribed by the Head Teacher.

Mid-Day Supervisors may impose a 'time-out' sanction when required during the lunch break, but may not impose detentions at other times of the day. For reasons of continuity significant breaches of school discipline must be logged and brought to the attention of either the class teacher or Head Teacher.

Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. Research quoted by the Elton project has indicated that a ratio of 5 rewards to 1 sanction should be developed if possible to ensure better behaviour.

The most common reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work.

Good behaviour is recognised publicly during assembly when children may be presented with certificates, stickers and team points.

Example rewards:

- Stickers,
- Certificates (Teachers, Head Teacher's, Mid-Day Supervisors)
- Team Points,
- Star of the Day, Worker of the Day (in certain classes)
- Golden time – for individuals or entire classes
- Golden Books

Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful punishment. Staff should communicate clearly with parent/carers reasons and nature of any sanctions, and seek to garner parental understanding and support.

The use of punishment should be characterised by certain features:-

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future punishment.
- Group punishment should be avoided as they breed resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.

Example sanctions:

- Expressions of disapproval,
- Withdrawal of privileges
- Missing play time – "standing on line" as a sanction for time wasting/ misbehaviour in class
- Being kept in at play/ lunch time to finish work or activities that have not been completed.
- Missing golden time on Friday afternoon which operates in some classes as a consequence of poor behaviour or not completing work or activities.
- Not being allowed to join in an activity or being given a time out e.g. in P.E.
- Writing letters of apology

- Writing lines
- Referral to the Head Teacher
- Letters to parents
- Completing work at home
- Children may be relocated to a different location within the classroom or, as a last resort, to another room. When children are relocated, even 'just outside the door', it is a requirement that they are closely supervised. Line-of-sight supervision is required for all children in Year 4 and younger. Teachers may use their discretion for pupils in Years 5 and 6, reflecting on the nature of the offence and their understanding of the pupil.
- Ultimately, and in the last resort, exclusion (following Local Authority guidelines).
- Other example sanctions can be found in the appendix – a DFE Publication "Behaviour and discipline in schools - advice for Head Teachers and school staff"

Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence. Where anti-social, disruptive or aggressive behaviour is frequent sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from the Educational Psychologist or Child Guidance Service may be necessary. This possibility should be discussed with the Head Teacher.

Children in the Early Years Foundation Stage

When children enter school, information is transferred from any pre-school setting they have attended and they are assessed according to the early Years Foundation Stage profile in 6 areas, one of which is emotional and behavioural development. The transition to school from pre-school can be a time when expectations of behaviour have to be established and explained to pupils and parents. Practitioners in the Early Years class are skilled in identifying the support that needs to be given to children and making provision. We believe that early identification of any difficulties will help pupils to conform to our expectations and that provision can be made.

Children with Special Educational Needs

The staff and Governors realise that for some children differentiated provision will need to be made to assist their behavioural and emotional development. In order to identify these children, and establish a baseline for the class, use will be made of the EASI pack provided by the Gloucestershire Local Authority Primary Behaviour Support Team. Class teachers will have this available for use in September each year. The main aim in carrying out this assessment is to establish which individuals need differentiated provision, within the class. Generally, it is expected that in order to deter negative behaviours only low-level interventions will need to be made and that adults within the class will all be able to work through the rewards and sanctions systems that are being used within each class. However, all adults recognise that children may need to be placed on the Special Educational Needs Register for behaviour and that in these cases an individual education plan (MyPlan) will be developed to ensure that the child is assisted to improve their behaviour.

Pupils' conduct outside the school gates – teachers' powers - What the law allows:

Teachers may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

or at other times, whether or not the conditions above apply, when misbehaviour

- could have repercussions for the orderly running of the school or

- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

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

In response non-criminal bad behaviour and bullying which occurs off the school premises which witnessed by a staff member or reported to the school, the full range of sanctions outlines above can be imposed on pupils by the Head Teacher.

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). 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 or playtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet. A reduced time of movement / fresh air is also appropriate unless exceptional circumstances apply (for example an on-going risk is presented by the child to themselves and/or others.)

Schools must make clear to pupils and parents that they use detention (including detention outside of school hours) as a sanction. 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 ‘non-contact days’.

At North Nibley any member of staff may request that a teacher impose a break or lunchtime detention. During a detention, line-of-sight supervision (by any member of staff) is required for all children in Year 4 and younger. Teachers may use their discretion for pupils in Years 5 and 6, reflecting on the nature of the offence and their understanding of the pupil. Only the Head Teacher can decide to impose a detention outside normal school hours.

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 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. The legislation does not describe what must be done with the confiscated item. Items of a value judged in excess of £10.00 should be sent to the school office and kept in a the safe. Items of a lesser value may be retained within the child’s classroom.

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. These items include;
(None at present – January 2017)

Legislation sets out what must be done with prohibited items found as a result of a search. 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. Schools can also identify additional items in their school rules which may be searched for without consent (see above). Force cannot be used to search for these items.

Separate advice is available in the DFE document ‘Use of Reasonable Force – advice for school leaders, staff and governing bodies’.

Use of Isolation

Schools can adopt a policy which allows disruptive pupils to be placed in isolation away from other pupils for a limited period. At North Nibley we define this as time-out (away from other pupils) for a period of time not in excess of half a school day. In practice this would be spent in the Head Teacher’s office with the head teacher or, if unavailable, another member of staff. As with other disciplinary penalties, schools must act lawfully, reasonably and proportionately in all cases. Any separate room should only be used when it is in the best interests of the child, and other pupils. Any use of isolation that prevents a child from leaving a room of their own free will should only be considered in exceptional circumstances and if it reduces the risk presented by the child to themselves and others. 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 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 isolation no longer than is necessary and that their time spent there is used as constructively as possible. Schools must allow pupils time to eat or use the toilet.

Communication and parental partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response.

The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Head Teacher so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

Monitoring and Evaluating this Policy

The school is committed to regular and systematic evaluation of the effectiveness of its work. The school will employ a series of methods to gather data for analysis including scrutiny of behaviour in lessons and observation of behaviour at play and dinner times. The Special Educational Needs Co-ordinator (SENCO) monitors the children within the SEN system in school. The SENCO will be involved in supporting teachers in drawing up individual education plans (MyPlans) for children with a behavioural and emotional development focus, if this is necessary. The SENCO will also liaise with outside agencies who may be involved in providing advice and expertise to assist in drawing up MyPlans. The SENCO will provide staff and governors with regular summaries of the impact of the policy on the practice of the school.

The Governing Body will receive a report at each Governors meeting on the SEN provision throughout the school and any behavioural issues will be included in this report.