

Behaviour and Discipline Policy 2017

Aims

Our aim is that every member of our school community feels valued and respected, and that each person is treated fairly and well. We are a caring and inclusive church school, whose values are built on Christian belief, mutual trust and respect for all. Our school 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 where everyone feels happy, safe and secure; working within the guidance set out in the DfE documents: 'Promoting Fundamental British Values as part of SMSC in Schools', 'Behaviour and Discipline in Schools, and 'Use of Reasonable Force'.

Our behaviour policy is not a system to enforce rules; it is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports our school community in aiming to enable everyone to work together in an effective and considerate way. The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way.

The school does not tolerate bullying of any kind. If we discover that an act of bullying, cyber bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear. We work closely with parents and children to tackle any issues head on and ensure that they are resolved in a timely and effective way.

We also respond quickly to any incidents of prejudice, discrimination or extremist views and any other act that undermines the fundamental British values that we uphold. In these instances, the school will report any incidents of discrimination against age, disability, gender, racism, religion/belief and sexuality to the Local Authority through a 'Discriminatory Report'. We may feel it necessary to seek advice from the Local Authority - 'Staffordshire Safeguarding Children Board' in circumstances where the behaviour of a pupil/s is putting themselves or others at risk.

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

E-safety

The school monitors the children's activity and use of the internet whilst in school. Children agree to the 'Acceptable Use Policy' and are expected to adhere to this policy. In cases whereby children do not abide by the 'Acceptable User Policy', their activity will be logged. Children will be spoken to about any violations and parents will be informed where appropriate. Parents are also informed about our 'Acceptable Use Policy' and are encouraged to sign the 'Rules for Responsible Use of ICT and the Internet' to show their agreement. The school has nominated Digital Leaders throughout the school who take responsibility for leading on issues within E-Safety as well as Digi Dude the child and parent-friendly expert on E-Safety who provides information in newsletters.

School Rules

We expect all pupils to follow the School Rules, so that everyone is able to work in a caring, safe and happy environment. Our school rules are rooted where possible in Christian teaching and children are encouraged to reflect regularly on the way they live out the school rules in daily life:

We will be **thankful** and **generous**.

Always be thankful. [1 Thessalonians 5:16](#)

We will show **care** and **kindness** to all.

Clothe yourself with compassion, kindness, humility, gentleness and patience. [Colossians 3:12](#)

We will **challenge** each other and **not give up!**

I can do all things through Him who strengthens me. [Phillipians 4:13](#)

We will be **honest** and **trust** one another.

My God is my strength in whom I trust. [Psalm 18:2](#)

We will **respect** our school and each other.

Do to others as you would have them do to you. [Matthew 7:12](#)

Class Rules

At the beginning of each academic year, each class creates its own set of class rules to abide by. A copy of these rules is shared with the Headteacher.

Rewards

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. We praise and reward children for good behaviour in a variety of ways e.g. we:

- congratulate children with a smile and a positive comment
- move children up the zone board
- give children stickers
- award children DoJo s
- award children 'star of the week'
- award House points for good work or behaviour
- celebrate individual and group achievements each week in 'Special Mentions Assembly'
- celebrate the children's efforts to improve their handwriting and presentation with a 'Handwriting pen licence' award
- celebrate excellent behaviour at dinner time with #Besties recognition
- Golden Time – as appropriate to age, all children who follow our golden rules enjoy golden time

This list is not exhaustive and the school acknowledges all the efforts and achievements of children, both in and out of school.

Sanctions

In the limited instances in which behaviour needs to be addressed with a sanction this can involve some of the following measures:

- Children move down the zone board

- Time out
- Work in isolation (within the classroom – individual table)
- Work in the opposite classroom
- Miss all or part of a playtime
- Redo a piece of work
- Write a reflection on the problem or an apology to anyone who has been impacted
- Visit the Assistant Head Teacher or Head Teacher
- Exclusion from an activity

Again this list is not exhaustive.

Persistent Behaviours

In circumstances where the sanctions/reward within the behaviour policy have not had an impact on the child's behaviour the following process is followed:

Parents meet initially with the class teacher (and the SENCo if appropriate), to establish if there are any underlying reasons for the behaviour and support for parents may be initiated if necessary e.g. Local Support Team

Outside agency involvement for pupil e.g. Behaviour Support, Educational Psychologist, CAMHS

Use of Reasonable Force

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. In this school, reasonable force is used for two main purposes; to control or restrain. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and will depend on the individual circumstances. Parents will be informed of any situation where reasonable force has been used and this will be recorded on our school Incident Record.

Confiscation of Inappropriate Items

The school has the right to confiscate, retain or dispose of a pupil's property, so long as it is reasonable in the circumstances. Staff may search without consent for prohibited items including weapons, stolen items or objects banned by the school.

Conduct of Pupils Outside the School Gate

The School will impose a sanction, where the school is satisfied it is reasonable to do so, upon any registered pupil, whose behaviour when they are not on the school premises or under lawful control of a member of staff, could, in the opinion of the school:

- have repercussions for the orderly running of the school
- pose a threat to another pupil, a member of staff or member of the public
- adversely affect the reputation of the school.

Role of all adults

As with safeguarding, it is the responsibility of all adults employed by the school to uphold this policy. In particular:

The Role of the Class Teacher

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom rules, which are agreed by the children and displayed in 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'. It is the responsibility of the class teacher to ensure that the school rules are followed in their class,

and that their class behaves in a responsible manner during lesson time. The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The Role of the Headteacher

It is the responsibility of the headteacher to implement the school behaviour policy consistently throughout the school and report to Governors, when requested, on the effectiveness of the policy and ensure the health, safety and welfare of all children and staff in the school. The headteacher has the responsibility for giving fixed-term exclusions 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.

The Role of Parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We expect parents to read and support the school rules. Parents are encouraged to sign the 'Home School Agreement' to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we contact parents if we have concerns about their child's welfare or behaviour. If the school has to use reasonable sanctions when a child does not follow the school rules, parents should support the actions of the school. If parents have any concerns, they should contact the class teacher. If the concern remains, they should meet with a senior member of staff. If these discussions cannot resolve the problem, the Headteacher will become involved.

St Nicholas First School Exclusion of Pupils Policy

Background

This policy deals with the policy and practice which informs the School's use of exclusion. It is underpinned by the shared commitment of all members of the school community to achieve two important aims:

1. The first is to ensure the safety and well-being of all members of the school community, and to maintain an appropriate education environment in which all can learn and succeed;
2. The second is to realise the aim of reducing the need to use exclusion as a sanction.

Introduction

The decision to exclude a pupil will be taken in the following circumstances:

- (a) In response to a serious breach of the school's Behaviour Policy
- (b) If allowing the pupil to remain in school would seriously harm the education or welfare of other persons or the pupil him/herself in the school.

Exclusion is an extreme sanction and is only administered by the Headteacher. Exclusion, whether for a fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the school's Behaviour Policy:

- Verbal abuse to staff and others
- Verbal abuse to pupils
- Physical abuse to/attack on staff
 - Physical abuse to/attack on pupils
- Indecent behaviour
- Damage to property
- Misuse of illegal drugs
- Misuse of other substances
- Theft
- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug

- Carrying an offensive weapon
- Arson
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour.

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgement that exclusion is an appropriate sanction. At times the Headteacher will decide not to use the extreme sanction of an exclusion but will decide that a Pastoral Support Plan should be drawn up to try avoid the sanction of an exclusion in the future. This might be accompanied by an internal exclusion.

Exclusion procedure

Most exclusions are of a fixed term nature and are of short duration (usually between one and three days). [The DfE regulations](#) allow the Headteacher to exclude a pupil for one or more fixed periods not exceeding a total of 45 school days in any one school year. The Governors have established arrangements to review promptly all permanent exclusions from the school and all fixed term exclusions that would lead to a pupil being excluded for more than 15 days in a school term or missing a public examination.

The Governors have established arrangements to review fixed term exclusions which would lead to a pupil being excluded for more than five days but not more than 15 days in a school term where a parent has expressed a wish to make representations.

Following exclusion parents are contacted immediately where possible. A letter will be sent by post giving details of the exclusion and the date the exclusion ends. Parents have a right to make representations to the Governing Body and the Local Authority as directed in the letter.

A return to school meeting will be held following the expiry of the fixed term exclusion and this will involve a member of the Senior Management Team and other staff where appropriate. During this meeting a Pastoral Support Plan will be drawn up, which will include a review date.

During the course of a fixed term exclusion where the pupil is to be at home, parents are advised that the pupil is not allowed on the school premises, and that daytime supervision is their responsibility as parents/guardians. Records relating to exclusions will be stored confidentially and are formally reported to the Local Authority.

Permanent Exclusion

The decision to exclude a pupil permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered:

1. The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying) or repeated possession and/or use of an illegal drug on school premises.

2. The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a pupil for a first or "one off" offence. These might include:

- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an Offensive Weapon (Offensive weapons are defined in the Prevention of Crime Act 1993 as "any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him".
- Arson
- Behaviour which poses a significant risk to the child's own safety.

The school will involve the police for any relevant offences. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well being of the school.

General factors the school considers before making a decision to exclude

Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the school or the pupil concerned. Before deciding whether to exclude a pupil either permanently or for a fixed period the Headteacher will:

- Ensure appropriate investigations have been carried out, which includes allowing the pupil to give her/his version of events.
- Explore the wider context, taking into consideration how much the incident may have been provoked (for example by bullying or by racial or sexual harassment).
- Consider all the evidence available to support the allegations taking into account the Behaviour Policy and Single Equality Policies
- Explore placements in alternative settings where they are available to avoid exclusion.
- Explore the possibility of a managed move to another school.

If a managed move cannot be agreed between schools, then the school may request a managed move. If the Headteacher is satisfied that on the balance of probabilities the pupil did what he/she is alleged to have done, then exclusion will be the outcome.