



Scampton Church of England Primary School

POLICY FOR BEHAVIOUR AND DISCIPLINE

Rationale

While the school acknowledges the primary role of parents in guiding their children towards appropriate behaviour and attitudes and sees the school's place as complementing and reinforcing the parents' role, it is also aware that the encouragement and promotion of good behaviour and work is central to its own task. The School's Aims and Values remain core to the conduct of everyone in school. This policy should be read in line with Section 89 of the Education and Inspections Act 2006.

The creation of circumstances where these objectives can be met requires the creation of a positive atmosphere of calm and trust within which children can feel secure in the task and in the social atmosphere of the establishment.

The school has a number of school rules but the primary aim of the 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 the school community in aiming to allow everyone to work together in an effective and considerate way. It 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.

Aims & Expectations

Every member of the school community should feel 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 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.

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 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.

Implementation

The responsibility for implementing this policy is held by all everyone.



Specific rules are drawn up in consultation with Staff, Governors and children through the School Council and in lessons. They are regularly revisited, evaluated and published.

Class rules are negotiated with the children and class teacher in line with the Behaviour Policy at least once each year (Usually in September). They are specific to the needs of each class.

Expectations and Rewards

We will tell parents when we are pleased with their children whenever possible. Especially good behaviour will be formally acknowledged and rewarded and can also serve the purpose of letting parents know that their children's behaviour and work patterns have been good.

The school holds a regular 'Celebration Assembly' that is open to all members of the community, good behaviour as well as good work is celebrated, and achievements of children out of school, for example, music or swimming certificates.

The school operates a 'House Point' system to reward good behaviour and good work. House points cannot be taken away from children (see below for sanctions). House Points are administered by Year 6 House Captains enabling children to be more fully involved in rewarding one another and for older children to be positive role models.

Manners

We believe that an essential positive life skill is to instinctively demonstrate 'Good Manners'. Children are strongly encouraged to show courtesy to all through actions such as holding open doors, saying 'please' and 'thank you'.

Sanctions

Disruptive behaviour is dealt with by staff through understanding and professionalism considering circumstances and others around them. The safety of the children is paramount in all situations.

Children should not be deliberately humiliated through punishment. Children are given an opportunity to put their point of view, and their reasons and responses are listened to.

The school employs a system of sanctions when unacceptable behaviour occurs.

Unacceptable behaviour is defined as follows:

- The behaviour contravenes agreed school rules



- The behaviour prevents the child with the behaviour problem from accessing the National Curriculum
- The behaviour prevents others from accessing the National Curriculum
- The behaviour causes physical or emotional distress to other children

Sanctions may include: withdrawal from groups, activities, sporting events etc, removal of privileges, loss of a playtime and given opportunity to reflect. Staff will make a professional decision about what sanction is most appropriate depending on circumstances.

Internal seclusion may be used, i.e. removal of the child from the class to a designated area within the school or to another class on a temporary basis.

The school keeps a variety of records of incidents of misbehaviour. Very minor incidents will be dealt with there and then and not recorded.

The decision to behave appropriately must ultimately come from within a person and not be externally controlled. The school reminds the child that all actions have consequences and that they have a choice about the way they behave. This also allows the child a non-humiliating way out of a situation and the opportunity to redeem him/herself.

The child who refuses to comply with a request is reminded that there is a choice one of which is a consequence in the form of a sanction.

The Headteacher will note incidents where situations have escalated to necessitate his/her involvement. This will be recorded in an Incident Book. The headteacher will then decide whether parents should be involved. Persistent or extreme incidents of unacceptable behaviour will result in the child's parents being informed.

An incident of physical attack, verbal abuse or threat of attack is investigated and if found to be serious goes immediately to the headteacher.

Bullying

Bullying behaviour includes behaviour towards, and respect for, other young people and adults, including freedom from bullying and harassment that may include cyber-bullying and prejudice-based



bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability.

The school does not tolerate bullying of any kind. (See Anti-Bullying Policy).

Use of Reasonable Force

The school follows DfE guidance (2006) which states:

What is reasonable force?

- 1) The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- 2) Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 3) 'Reasonable in the circumstances' means using no more force than is needed.
- 4) As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- 5) Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- 6) School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

2 Who can use reasonable force?

- 1) All members of school staff have a legal power to use reasonable force.
- 2) This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

3 When can reasonable force be used?

- 1) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.



- 2) In a school, force is used for two main purposes – to control pupils or to restrain them.
- 3) The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- 4) The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can 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 fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot use force as a punishment – **it is always unlawful to use force as a punishment.**

The role of the class teacher and support staff

It is the responsibility of the class teachers and support staff to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time. Staff 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. We expect children to try their best in all activities. Staff should treat all children in their class with respect and understanding and enforce school rules consistently.

In the first instance, staff should deal with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Headteacher.



The class and head teacher may liaise with external agencies, as necessary, to support and guide the progress of each child. The class teacher should also contact a parent if there are concerns about the behaviour or welfare of a child.

The role of the Headteacher

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher (or in his/her absence, the next most senior teacher) has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of misbehaviour, the Headteacher may permanently exclude a child. This is done in accordance with DfE exclusion guidance 2008 (See also Appendix 1)

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 support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern 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 then the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in implementing this policy.

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



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 school acts in accordance with Government Guidance for exclusion

<https://www.gov.uk/government/publications/school-exclusion>. A pupil may be excluded from school for persistent breaches, or a serious breach of the school behaviour policy; and/or if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. Only the head teacher (or the acting head teacher) has the power to exclude a pupil from school. The head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The head teacher may also exclude a pupil permanently. It is also possible for the head teacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If the head teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the head teacher 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 governing body has a discipline committee that is made up of between three and five members. This committee considers any disciplinary/exclusion appeals on behalf of the governors.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the Local Authority, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Review

This policy was compiled by the Headteacher in consultation with teaching staff, pupils, parents and Governors.

This policy will be reviewed annually by the Governors of Scampton Church of England Primary School at the first meeting of each academic year.



Appendix 1 (From DfE Exclusion Guidance 2008)

THE DECISION TO EXCLUDE

1. A decision to exclude a pupil permanently should be taken only:
 - a) in response to serious breaches of the school's behaviour policy; and
 - b) if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.
2. A decision to exclude a pupil for a fixed period should be taken, on a balance of probabilities, only in response to breaches of the school's behaviour policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions such as detention are considered inappropriate. Individual fixed period exclusions should be for the shortest time necessary, bearing in mind that exclusions of more than a day or two make it more difficult for the pupil to reintegrate into the school afterwards. Ofsted inspection evidence suggests that 1-3 days are often long enough to secure the benefits of exclusion without adverse educational consequences. Where it is clear that fixed period exclusions are not being effective in deterring poor behaviour, for example if they are being repeatedly imposed on a pupil in response to the same behaviour, head teachers/teachers in charge should consider alternative strategies for addressing that behaviour.
3. Only the head teacher, or teacher in charge of a PRU (or, in the absence of the head teacher or teacher in charge, the acting head teacher or teacher in charge) can exclude a pupil. Other exclusion-related activities do not have to be undertaken by the head teacher personally, but may be delegated.
4. A decision to exclude a child **permanently** is a serious one and should only be taken where the basic facts have been clearly established on the balance of probabilities. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and should normally be used as a last resort.
5. There will, however, be exceptional circumstances where, in the head teacher's/teacher in charge's judgment, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:
 - a) serious actual or threatened violence against another pupil or a member of staff;
 - b) sexual abuse or assault;
 - c) supplying an illegal drug; or
 - d) carrying an offensive weapon (for advice on what constitutes an offensive weapon, see *School Security – Dealing with Troublemakers – Chapter 6* at www.dcsf.gov.uk/schoolsecurity/dwt6offensive_weapons.shtml) Schools now have a power to screen and search pupils for weapons (please see guidance at : <http://www.teachernet.gov.uk/docbank/index.cfm?id=11454>)



Schools should consider whether or not to inform the police where a criminal offence may have taken place. They should also consider whether or not to inform other agencies such as Youth Offending Teams or social workers.

6. These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.
7. In cases where a head teacher / teacher in charge has permanently excluded a pupil for:
 - a) one of the above offences; or
 - b) persistent and defiant misbehaviour including bullying or repeated possession and/or use of an illegal drug on school premises (see further guidance on bullying at www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/) and where the basic facts of the case have been clearly established on the balance of probabilities, the Secretary of State would not normally expect the governing body/the management committee of a PRU or an Independent Appeal Panel to reinstate the pupil.