

School Behaviour and Discipline Policy



This policy applies to Lockington CE VC Primary School

Effective Date:	February 2016
Date Reviewed:	February 2017; July 2017
Due for Next Review:	February 2019
Contact	Julie Cattle (Headteacher)
Approved By:	Governing Body

Contents

1. Vision Statement
2. Legislative Requirements and Government Guidance
3. Aim
4. Roles and Responsibilities
5. Lockington CE VC School Behaviour
6. Rewards
7. Sanctions
8. Exclusions
9. Reasonable Force

1. Vision Statement:

The school expects good behaviour from each pupil and this will be promoted through the example set by adults and the reward and sanction system set up by the school. This policy sets out the reward systems, sanctions and what responsibilities the school and parents/carers have in respect of reinforcing good behaviour.

We believe that good behaviour allows all pupils to learn in a productive and positive environment and that the behaviour pupils learn in primary school allows pupils to grow up to be good citizens.

The Behaviour and Discipline policy operates in conjunction with the following policies:

- Anti-bullying Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality Policy
- Attendance Policy
- Child Protection and Safeguarding Policy

This policy operates within the context of our school vision:

To develop lively, enquiring minds and promote outstanding standards of achievement in a happy, safe and caring environment based on Christian values which encourage all to show respect, acceptance and understanding of others.'

This policy supports our distinctive Christian ethos and our school values, especially our core values: Compassion, Creativity and Perseverance.

We are committed to supporting all pupils in accessing education successfully. This includes establishing high standards of behaviour throughout the school. The way in which pupils and adults behave has a profound effect on all the work that is undertaken. Therefore a well thought out and consistent approach to this behaviour and discipline is essential.

We aim to create an atmosphere where children are able to develop moral awareness and sensitivity to the needs of others; one in which they will show respect and consideration for other people and property. We aim to help pupils to develop their understanding of what is right, wrong and why. We aim to praise and reward positive attitudes, behaviour and work and maintain fairness and consistency, whilst encouraging self-discipline.

High standards are best promoted when everyone (staff, parents and children) have a shared understanding of what is acceptable and unacceptable behaviour. By promoting good behaviour we can build individual and collective esteem and encourage good personal relationships:

- Ensuring a safe, caring and happy school;
- Promoting citizenship, self-esteem, self-discipline and emotional intelligence;
- Preventing bullying.

The Governing Body has a duty under S175 Education Act 2002 that requires them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. The Governing Body acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs and disabilities (SEND).

The Governing Body acknowledges its duty to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British Values of: democracy; the rule of law; individual liberty and mutual respect and tolerance of those with different faiths and beliefs and prevent radicalisation as set out in the 2011 Prevent Strategy.

2. This policy complies with the following legislation and government guidance:

Education Act 1996

School Standards and Framework Act 1998

Education Act 2002

Education and Inspections Act 2006

Department for Education, Behaviour and Discipline in Schools: Guidance for head-teachers and school staff (4th January 2016)

3. Aims:

At Lockington School we believe that:

- Everyone has the right to learn. No one has the right to disrupt learning.
- Everyone has a right to be listened to, to be valued, to feel safe and be safe.
- We will seek to give every child a sense of personal responsibility for his/her own actions and promote self-discipline.
- The fundamental approach is a positive one, drawing attention to and rewarding good behaviour.
- A consistent whole-school approach, with effective communication systems, will ensure children receive the same message about expectations from all staff.
- All adults in school are expected to set an excellent example to pupils and to focus on positive behaviour to reinforce the school's expectation of good behaviour in a climate of mutual respect.
- Pupils are given opportunities for responsibility and recognition for achievements.
- Staff will keep up-to-date with current issues and initiatives, seeking-out good practice to further improve behaviour and attitudes. It is a high priority to disseminate such ideas throughout the staff.
- Early support is vital to avert difficulties, 'nipping problems in the bud'.

- Where there are significant concerns over a pupil we will work on developing an active partnership with parents to promote good behaviour. Due regard for individual circumstances will be considered.
- Some pupils have special needs in this area and individual behaviour plans may be devised for them by staff in conjunction with the SENCO and other appropriate outside agencies as necessary.
- In all disciplinary cases, it is important that the child understands it is the behaviour that is unacceptable and not the child.

4. Roles and Responsibilities:

Parents/Carers

Staff welcome early contact if parents have a concern about their child's behaviour or fear that they are being upset by others. If parents and school work together, we believe that the discipline and behaviour of pupils will be maintained and respected by all.

Parents can help in the following ways:

- By ensuring that pupils arrive punctually for the start of the school day.
- By ensuring that pupils have appropriate dress for school and PE so as to take a full part in all school activities.
- By supporting the school in our policy that all pupils are expected to behave in a responsible manner, both towards themselves and others, showing consideration, courtesy and respect for other people at all times.
- By ensuring that pupils show a proper regard for other people's property, buildings and the environment.
- By ensuring regular attendance at school and avoiding unnecessary pupil absence.
- By adhering to the Home-School Agreement, which details the agreed responsibilities of parents, pupils and teachers.

We value our partnership with parents/carers and encourage involvement in all aspects of school life including discipline and behaviour.

We aim to:

- Welcome parents into school and make them feel valued.
- Clearly define the role of parents in school, matching interests and skills to activities
- Develop good communication between parents and school.

Parents are under a legal duty to ensure that their child (aged 5-16) receives a suitable full time education either at school or by making other suitable arrangements.

Where a child is not a registered pupil and other suitable arrangements are not made, the parent may receive a school attendance order from the local authority requiring them to register their child at a school.

For school-registered pupils, parents must ensure that their child attends punctually and regularly. If they do not, the school or local authority may ask them to sign a parenting contract or may issue a penalty sanction. The local authority may also prosecute a parent who fails to ensure their child's regular school attendance or apply to the courts for an education supervision order in respect of the pupil himself/herself.

Parents have a clear role in making sure their child is well behaved at school. If they do not, the school or local authority may ask them to sign a parenting contract or may apply for a court-imposed parenting order.

Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the school or local authority may issue a penalty sanction.

Parents must also ensure that their child attends the suitable full time education provided by the school governing body or the local authority from the sixth day of exclusion. Parents are expected to attend a reintegration interview following any fixed period exclusion from primary school and any fixed period exclusion of more than five days from secondary school. Failure to attend may make it more likely that the court will impose a parenting order if the school or local authority applies for one.

If the school has to use reasonable sanctions to punish a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If their concerns remain, they should contact the Headteacher to discuss the issues involved. If parents or carers wish to complain further about actions taken by the school, they should contact the Chair of the Governing Body, in accordance with the school's Complaints Policy.

Teachers and School Staff

It is the responsibility of the all staff, overseen by the class teacher, to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

Class teachers 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 treats each child fairly and enforces the class code consistently. The teacher treats all children in their class with respect and understanding.

It is the responsibility of the class teacher to record significant incidents of inappropriate behaviour. If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents in their red log book. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Headteacher. This should then be recorded in the headteacher's log book.

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 91 of the

Education and Inspections Act 2006). The power also applies to all paid staff (unless the head teacher 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.
- can discipline pupils for misbehaviour outside school.
- have a specific legal power to impose detention outside school hours.
- can confiscate pupils' property.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy.

Staff within the school

It is the responsibility of all staff to ensure that school rules are enforced and pupils behave in a responsible manner.

Staff have high expectations of the children in terms of behaviour, and they strive to treat each child fairly and enforce the Code of Conduct consistently and treat all children in their group with respect and understanding.

Support staff should report any significant incidents back to the class teacher and log incidents.

Headteacher

It is the role of the Headteacher, under the School Standards and Framework Act 1998, to implement the school Behaviour Policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all the children in the school.

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 has access to records of all reported incidents of misbehaviour and keeps records of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed-term suspensions 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. Both these actions are only taken after the School Governors have been notified.

The head teacher must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.

Governors

Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school. Section 88(2) of the EIA requires the governing body to:

- make, and from time to time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour and discipline amongst pupils; and
- notify the head teacher and give him or her related guidance if the governing body wants the school's behaviour policy to include particular measures or address particular issues.
- Before making their statement of principles, the governing body must consult (in whatever manner they think appropriate) the head teacher, school staff, parents and pupils. The governing body must provide clear advice and guidance to the head teacher on which he/she can base the school behaviour policy.
- The governing body will notify the head teacher that the following should be covered in the school behaviour policy:
 - Screening and searching pupils (including identifying in the school rules items which are banned and which may be searched for);
 - The power to use reasonable force or make other physical contact; The power to discipline beyond the school gate;
 - Pastoral care for school staff accused of misconduct;
 - When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.
- In providing guidance to the head teacher, the governing body must not seek to hinder teachers' powers by including 'no searching' or 'no contact' policies, or to restrict their power to discipline pupils for misbehaviour outside of school.
- Governing bodies will also wish to consider their 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 and their general duty to eliminate discrimination under section 149 of the Equality Act 2010.

The governing body will, in consultation with the Headteacher, consider what the school's response will be to:

- any misbehaviour when the child is: taking part in any school-organised or school related activity; travelling to or from school; wearing school uniform or in some other way identifiable as a pupil at the school.
- or, 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 or could adversely affect the reputation of the school.

5. Lockington CE VC School Behaviour

At Lockington CE VC Primary School, discipline is recognised to be a collective responsibility between parents, staff, governing body, children and other agencies involved with school. It is vital that the behaviour policy is clear, that it is well understood and that it is consistently applied. If this partnership is working effectively then we expect:

Children:

- To move in an orderly manner around school (walk on the left)
- To show respect for people and property
- To demonstrate appropriate levels of concentration and self-discipline
- To take responsibility for their own actions
- To co-operate with and respond to the school's code of conduct and rules
- To be polite, considerate and caring

Parents:

- to be aware of Code of Conduct, Golden Rules and the Home/School Agreement
- to co-operate with school
- to ensure children's regular attendance and punctuality
- to encourage their children to show respect and support the school's authority to discipline children.

Staff:

- To follow and apply the behaviour policy
- To be fair and consistent
- To develop an effective working atmosphere
- To supervise pupils carefully.

Governors:

- To deal with allegations against school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person subject to the allegation.

The desired outcome is that children will be motivated and enthusiastic, taking a pride in themselves and our school.

Through praise and encouragement, we aim to emphasise the following positive qualities and Christian values: respect, friendship, truthfulness, compassion, courage, perseverance, forgiveness, service, justice, creativity and thankfulness.

The following behaviour is considered to be unacceptable:

- Bullying - individual or group; verbal or physical abuse; taunting; mimicking (including Cyberbullying)
- Aggression towards pupils and adults
- Swearing
- Rudeness
- Stealing

We aim to encourage the children to exercise self-discipline and develop the ability to:

- Control their feelings.
- Take turns and share.
- Learn to interrupt only if, and when, appropriate.
- Listen and respond immediately to the teacher's voice.
- Work independently and co-operatively.
- Work without disturbing others.
- Work consistently, always giving their best.

Work matched to needs/promoting self-esteem.

Staff aim to promote positive self-esteem by:

- Providing opportunities for children to work at their own level in order to achieve success.
- Helping children gain confidence in their own ability.
- Motivating children to improve their performance.
- Encouraging children to take pride in their achievements, sharing their ideas and skills with others.

Language plays a role in reinforcing self-esteem and confidence and we aim to:

- Give constructive praise and encouragement
- Make each child feel valued
- Encourage independence and support choices
- Notice, acknowledge and accept children's efforts
- Encourage children to try new things
- Hold children in respect

Strategies

In order to assist with the implementation of our discipline policy, staff should:

- Aim to be good role models.
- Constantly focus on positive behaviour to reinforce the school's expectations.
- Supervise children to and from classrooms, into cloakrooms, when changing for PE and to and from the playground.
- Supervise pupils when entering/leaving class.

- Remind children, as they leave classes, of expected behaviour when moving around school i.e. walking - no running.
- Encourage toilet visits at breaks and lunchtimes.
- Encourage group/ring games in the playground, placing emphasis on taking turns.
- Give reasoned explanations for the Code of Conduct, Golden Rules and resulting sanctions.
- Use key words for reinforcement e.g. kindness, care and consideration, sharing, friendship, good manners.
- Use a common reward system throughout school with points and raffle tickets awarded for academic and non-academic achievement and effort.
- Praise individuals, groups, classes or departments as and where appropriate.
- Ensure that resources are clearly labelled, easily accessible and that children have some responsibility for their care.
- Actively support parental involvement in school and remind parents that they have a valuable role to play.
- Ensure copies of the Code of Conduct are included in parental information booklets.
- Utilise present communication systems in school.
- Use identified procedures for non-attendance and persistent lateness.
- Involve outside agencies where necessary through consultation with the SENCO.

Adult use of language

All members of staff should speak clearly and calmly, with softly pitched voices to encourage low noise levels. We aim to use positive language to encourage self-esteem:

- Negatives are used sparingly to invest them with more power when they are used;
- When using praise, tell the child why (not just, 'good boy').
- When something needs doing, draw attention to it rather than being directive.
- Invite children to help and reward them with a positive response.

Classroom management and procedures

To promote good discipline within the classroom staff should aim to:

- Establish defined classroom areas.
- Label resources clearly and make them easily accessible.
- Design classroom layout to facilitate ease of movement.

- Organise and adhere to consistent classroom routines e.g. lining up, sitting correctly.
- Place emphasis on independent learning.
- Avoid queues.
- Be well prepared and organised.
- Allow adequate time for tidying up.
- Make expectations clear to children and parents, when applicable.
- Share responsibilities between all children.
- Avoid shouting, use eye contact, gesture, etc.
- Maintain a quiet, calm atmosphere.
- Encourage children to raise their hands rather than interrupt.
- Send children to collect resources in small groups.
- Be ready to greet children before the start of each lesson.
- Involve children in the organisation of systems wherever possible.
- Be positive e.g. use of 'please walk', rather than 'don't run'.

The use of Golden Rules is in place in all classes in the school. This is based on the principle that everyone has a right to learn and a responsibility to allow others that right.

The rules are drawn up at the beginning of the year in consultation with the children. The children agree to abide by these rules and understand that if they do not adhere to them there is a procedure that is followed fairly and consistently for everyone.

The school has seven Golden Rules. These are revisited regularly at school level (usually collective worship), class level and with individuals. The rules are:

- *We will be friendly, kind, helpful and polite.*
- *We will respect other people: their opinions, feelings and property.*
- *We will take good care of the school environment by being tidy, clean and organised.*
- *We will use materials and equipment wisely and safely.*
- *We will work quietly to avoid distracting others.*
- *We will move around the school grounds sensibly and safely.*
- *We will work hard and always do our best.*

Positive Behaviour Management

Behaviours which may signify emotional and behavioural difficulties

There are a number of behaviours which may signal the need for special provision. Most obviously these include bullying, disruptive behaviour and poor temper management. Less obviously these include poor motivation, poor organisational skills and poor concentration.

The most important cause of behavioural difficulties: limited self-esteem

The most important cause of behavioural difficulties in children is their limited self-esteem. Children often have life experiences which make them feel that they are not loved, cared for, valued or seen as special by others. This can inform their behaviour patterns, which may have a negative influence on the way people react to them, which ultimately reinforces their low self-esteem. A vicious circle is established, which many pupils lack the insight or the power to break.

Pupils with low self-esteem may display their insecurities by:

- Becoming either boastful or over self-critical;
- Becoming aggressive or withdrawn;
- Looking for ways to avoid new academic or social challenges;
- Finding it hard to relate appropriately to others and appearing uncomfortable in unfamiliar company or situations;
- Experience difficulties in making friends.

Dealing with emotional and behavioural difficulties in school

Behavioural difficulties in school may, sometimes, need to be dealt with by the use of sanctions. In the short term, sanctions can stop inappropriate behaviour. However, they must be used sensitively, and the emphasis should be on supporting and rewarding pupils instead. Pupils with low self-esteem can be very demanding and many of their behaviours can alienate those who are trying hardest to support them. However, the need to adopt positive behaviour management strategies is central to helping them acquire more appropriate patterns of behaviour.

Concentrating on pupils' failings, drawing attention to these, is likely to damage their self-esteem and have a negative effect on their development. Reinforcing good behaviour or celebrating achievements by giving pupils your time, approval and attention is likely to have a positive influence on their global development within and beyond their school years.

Ten Simple Guidelines for Positive Behaviour Management

1. Establish a friendly, positive, supportive relationship with the pupils in your care.
2. Make sure, wherever possible, that pupils are doing purposeful activities that they enjoy.
3. As soon as it occurs, reward positive behaviour with attention and praise. 'Catch them being good'.
4. Where possible, identify when behaviour problems are likely to arise and try to divert pupils before they misbehave.
5. Know the school rules and the reasons for them. Be clear, firm and polite about the behaviour boundaries.

6. Know what sanctions you can use, but try to avoid using them – especially if a quiet word or reminder will do.
7. Always remain calm when you speak to pupils. This will help you maintain your authority and confidence and keep your relationships with them positive.
8. Avoid telling a pupil off in public.
9. Avoid the use of sanctions when support strategies will suffice.
10. Use the school's monitoring, report and behaviour referral systems so that you support each other in addressing the individual pupil's needs and those of the whole school.

Behaviour Modification

This process can be used with individual groups of children, classes or year groups as appropriate. All members of staff involved with the target group should work corporately and consistently.

Intervention Techniques

The following intervention techniques can be used in the development of individual programmes for specific children with behaviour problems after consultation with the Headteacher/Special Needs Coordinator.

- Ignoring i.e. where practical ignore inappropriate behaviour, praise appropriate behaviour (role models).
- Positive questioning e.g. what are you doing? What should you be doing? Good, you know what to do so please can you do it.
- Positive Choices if you do this, then this will happen (positive outcome) if you choose to do this, then this will happen (negative outcome). Now you choose what you are going to do.
- Behaviour Log The head holds this book in which individual problems are recorded.
- Compliance Training i.e. provide practise in following instructions in settings where praise can be given. Use of games - Follow My Leader, Simon Says, etc.
- Code of Conduct/Rules i.e. positively phrased - incompatible with undesirable behaviour. Take the rule and provide examples. Use praise for positive actions.
- Modelling i.e. indicate role models displaying appropriate behaviour. Adults to be good role models.
- Distraction i.e. if a difficult situation is likely to develop distracting the child's attention, e.g. give a specific task, send a message, etc.
- Time Out i.e. pupils given 'time out' – an opportunity to work under supervision but away from the classroom situation or a period of reflection, standing alone on the playground during playtime within sight of the teacher or supervisor.

Malicious Allegations

Allegations of abuse will be taken seriously, and the school will deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported.

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

Pupils' Conduct outside the School Gates: Teachers Powers

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

Subject to the school's behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child 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 misbehaviour at any time, whether or not the conditions above apply, that:
- 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.

Detention

Teachers have a legal power to put pupils in detention. Lockington CE VC Primary School does not use detention outside of school hours as a sanction. The Headteacher can decide which members of staff can put pupils in detention, i.e. missing playtimes.

Matters schools should consider when imposing detentions:

- Parental consent is not required for detentions.
- The school will act reasonably when imposing a detention as with any disciplinary penalty.
- With lunchtime detentions, schools should allow reasonable time for the pupil to eat, drink and use the toilet.

School staff should not issue a detention where they know that doing so would compromise a child's safety.

Drug and alcohol related incidents

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult employee.

The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by fixed-term exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the Headteacher. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

Confiscation of inappropriate items

There are two sets of legal provisions, which enable school staff to confiscate items from pupils: The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.

Power to search without consent for "prohibited items" including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

6. Rewards

We aim to reward positive rather than emphasise negative attitudes to behaviour and work. For the majority of children this approach will work, sanctions should be needed only for a minority of children. It is essential that the main focus for rewards and sanctions should be within the classroom. They should be applied in a fair and consistent manner with appropriate parental involvement. These can be given to individual children, small groups, classes, year groups or departments as appropriate by:

- Headteacher
- Class teachers
- Classroom Assistants, all support staff and volunteers
- Peripatetic teachers
- Midday Supervisors

Rewards can include the following:

- Written praise e.g. a positive comment on work.
- Verbal praise e.g. to the child, parent, another adult in school.
- Peer group praise e.g. a clap, name read out in class assembly.
- Team points, stickers, raffle tickets or certificates for achievement.
- Headteacher award or a sticker.
- Trophies and Special Awards. Placing value on achievements e.g. work shown to another class, trips to the treasure chest, and mentions in newsletters or being part of Achievement Assembly.
- Special responsibilities e.g. being a monitor.
- Child, group or class, singled out as a role model.
- Star of the week.

Team System

The Team system operates consistently throughout the school as follows:

- Classes are divided into 3 houses
- Team sheets will be displayed in classes
- Children will be awarded team points for achievement.
- Children may mark up their own individual points, under supervision. Monitors will total up the points on a weekly basis.
- The winning team will have their coloured ribbon displayed in the hall. The name of the winning team will be announced in the weekly Good Work Assembly.

7. Sanctions:

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 punishment on that pupil.

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

- 1) The decision to punish a pupil must be made by a member of school staff or a member of staff authorised by the head teacher (not volunteers);
- 2) The decision to punish the pupil and the punishment 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.

In determining whether a punishment is reasonable, Section 91 of the Education and Inspections Act 2006 says the penalty must be proportionate in 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 head teacher may limit the power to apply particular punishments 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 multi-agency assessment is necessary.

The following can be imposed by teachers/staff:

- Withdrawal of privilege relative to misbehavior
- Yellow card or red card (a rare and serious event)
- Playtime detention may be given for a serious offence
- Parents informed and involved in the behaviour management process
- Time out e.g. outside area under supervision, another group, another class
- Child to sit by teacher

- Reasoned explanation of why the behaviour is unacceptable followed by an appropriate sanction e.g. a verbal or written apology, repetition of an unsatisfactory task.
- Child to assist in rectifying the problem they have caused
- A verbal reprimand appropriate to the child and misbehaviour e.g. within the group, individually

- Developmental written comment on work
- Work to be completed in the child's own time or at home.
- Child sent to another appropriate adult to explain their misbehaviour.

Further Sanctions

In addition the class teacher can seek the involvement of the Headteacher. The Headteacher can impose further sanctions.

- Ask parents to escort children to and from the premises before and after school, on safety grounds
- Fixed exclusion
- Indefinite exclusion
- Permanent exclusion
- Exclusions will be carried out in accordance with Local Authority policy and Governors directive and be used in only the most serious cases. It should provide a period of time for the consideration and solution of a problem. A short period of exclusion allows an opportunity for all interested parties to come together.

Prior to the exclusion of a child these steps must be taken:

- Full consultation with parents well before the stage of considering exclusion is reached unless in response to a serious incident.
- Full consultation with all relevant staff about the child's problems.
- Involvement of the child where appropriate including reasons for action taken.
- Discussion with the Educational Psychologist and/or outside agencies.
- An opportunity for parents to present their case.

8. Exclusion

We are an inclusive school and do not wish to exclude any child. We will take every reasonable step to ensure that exclusions are avoided. However, in extreme cases, it may be necessary to exclude.

The school follows The School Discipline (Pupil Exclusions and Reviews) Regulations which came into force in September 2012.

Only the Headteacher (or acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.

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

9. Reasonable Force

The legal provisions on school discipline also provide members of staff with 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. Force cannot be used to search for items banned under the school rules.

School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action. Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Senior school leaders should support their staff when they use this power. Parental consent is not required to restrain a pupil.

What is reasonable force?

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.

- 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.
- ‘Reasonable in the circumstances’ means using no more force than is needed.
- 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.
- 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.
- 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.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school.

When can reasonable force be used?

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

In a school, force is used for two main purposes – to control pupils or to restrain them.

The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances.

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.

Communicating the schools approach to the use of force:

- Every school is required by law to have a behaviour policy and to make this policy known to staff, parents and pupils. This policy should include guidance on the use of reasonable force although this is not a legal requirement.
- Any policy on the use of reasonable force should acknowledge their legal duty to make reasonable adjustments for disabled children and children with SEND. Schools do not require parental consent to use force on a student.
- By taking steps to ensure that staff, pupils and parents are clear about when force might be used, the school will reduce the likelihood of complaints being made when force has been used properly.

Staff training

The Headteacher should consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the pupils when doing so.

Telling parents when force has been used on their child

If the use of force has been applied to a child then a record will be made and the parents/guardians will be informed.

In deciding what a serious incident is, teachers should use their professional judgment and also consider the following:

- the pupil's behaviour and level of risk presented at the time of the incident;
- the degree of force used;
- the effect on the pupil or member of staff; the child's age.

What happens if a child complains when force has been used on them?

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.

- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the 'Dealing with Allegations of Abuse against Teachers and Other Staff' [DFE-00061-2011] guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

21 Stages of intervention

The school's discipline procedures can be summarised into five stages. These stages of intervention should be logged and dated in the Concern Book.

Stage 1

- The class teacher supports the child and encourages them to develop strategies which will assist them to resolve their own difficulties.
- If there is no improvement assistance should be sought from another adult in school
- If there is no improvement the child should be informed that parental contact will be made by the class teacher and the reasons should be made clear.

Stage 2

- Joint intervention by the class teacher and parents. The child should be included in discussions as appropriate. An Individual Behaviour Plan may be created.
- If there is no improvement the class teacher should inform the parents and child that the matter will be referred to the Headteacher, stating the reasons why.

Stage 3

- Discussions between the Headteacher and parents involving the child as appropriate. The class teacher to be included as necessary. Involvement of appropriate external agencies may be considered.
- A contract may be agreed between school, parents and child.
- If there is no improvement the Headteacher should inform the parents of any further action which is likely to be taken, stating the reasons why.

Stage 4

The Headteacher refers the matter to the Governing Body giving account of the action taken by school to date, supported by logged information.

22 Process and record keeping

- Where behaviour is persistently below the standard required, informal notes will be kept by the class teacher and may be discussed at consultations with the parents or at other informal meetings.
- If the problem is more serious, strategies will be reviewed and careful monitoring of events takes place to establish causes, patterns etc. Strategies will be discussed with all who work with the child, the parents and the child themselves where age is appropriate. This will include setting up an IEP (Individual Education Plan) for that pupil.
- Monitoring systems may be used to assess causes, frequency and outcomes of poor behaviour. E.g. ABC, Antecedent, Behaviour and Consequences, approach to behaviour patterns, timetable based monitoring.
- If the behaviour does not improve the Individual Education Plan is continued. TA time and midday supervisor support may be allocated to implement strategies to improve behaviour. External agencies may be involved.
- A personalised approach may be adopted whereby a framework of rewards and sanctions is agreed with everyone working with that child.
- At all times parents are kept informed and encouraged to be active partners in the strategies to meet the child's needs.
- In extreme cases where behaviour is not improving in response to the above strategies, the head/SENDCo may be set up a Pastoral Support Plan with a view to preventing the child from being excluded. This plan will involve the parents, pupil, teachers and TAs and any external professionals involved with the child.
- *In very extreme circumstances, the Headteacher may exclude a child from school either for a fixed period or indefinitely.*

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The head teacher records more serious incidents which have resulted in his/her involvement. We also keep a record of any significant behavioural incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book. The head teacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

Concerns about the possible radicalisation of children by political extremists or religious groups should be referred to the Designated Safeguarding Officer. Advice will be sought by contacting EH&SH and the Channel process followed if appropriate.

23 Managing pupil transition

Entering Reception We work closely with our pre-school providers and gather information from conversations and observations. Where necessary we will add in extra visits to a child's induction if we feel this will help establish relationships with staff and make the transition into school a positive start for the child and parents.

If pupils join mid-year the headteacher will meet with the child and parents and share our approach and expectations of behaviour. We ask parents to be honest about any behaviour or friendship issues their child may have experienced.

As part of our transition work we ensure that relevant information is passed onto the secondary school team and where necessary the headteacher. The teachers work closely throughout the summer term (earlier if needed for some individuals) to ensure that established strategies are continued as far as possible as children move into the secondary school.

24 Review and Monitoring

This policy overlaps with other policies and should be reviewed in conjunction with those policies, in accordance with the schools review cycle.

Policy written: October 2015

Reviewed: February 2017

This policy is due for review: February 2018

Signed by Headteacher _____ Date _____

Signed by Chair of Governors _____ Date _____

Appendix 1: CODE OF CONDUCT

Do's of the school areas

- Do walk inside
- Do look after school property
- Do respect all grown ups
- Do keep the school tidy
- Do hang up coats
- Do wear correct uniform
- Do make visitors welcome
- Do smile and be happy

Do's of the classroom

- Do be punctual
- Do use good manners
- Do put your hand up
- Do listen to the teacher and other staff
- Do your best
- Do walk in class
- Do tidy up
- Do remember homework
- Do sit correctly
- Do talk quietly
- Do bring PE kit in on correct days

Do's of the playground

- Do look after each other
- Do play safely and treat each other with kindness and consideration
- Do use respectable language
- Do pick up litter
- Do stand quietly after the bell and walk into school
- Do stay off the grass unless given permission
- Do stay on the playground
- Do let everyone join in
- Do walk away from trouble and tell an adult

Appendix 2

Home School Agreement

Lockington Primary School Home /School Agreement 2015

"The little school that makes a big difference"

Our distinctive church school is committed to developing lively and enquiring minds and achieving outstanding standards of education in a happy, safe and caring environment, based on Christian values, which encourage all to show respect, acceptance and understanding of others.

Lockington CE VC Primary School is a Church of England School which is part of the wider Christian Community. As set out in the School's aims, Christian Values are at the heart of all that we do. We believe that a successful partnership between the School, the Church, Parents and Pupils help each pupil to take full advantage of all that the school has to offer.

TOGETHER WE WILL:

- Promote high standards of work and behaviour.
- Support the values of the School.

AS A PARENT/CARER I WILL:

- Ensure my child attends school regularly, on time and with everything he/she needs.
- Let the school know of any concerns or problems that might affect my child's learning, behaviour and well-being.
- Regularly attend 'Parents' consultation meetings to review my child's progress.
- Support the Schools rules and expectations as set out in the Behaviour Policy.
- Ensure my child's homework is completed and returned on time.
- Support the School's Christian Ethos and encourage my child to take part in the full life at school.
- Inform the school immediately of any absences.
- Ensure my child wears the correct school uniform.
- Ensure the school is notified of any change in emergency contact numbers.
- Support the school in the teaching of safe and secure internet use at school and home.

AS A PUPIL I WILL:

- Treat other people as I would like to be treated.
- Always try my best and behave responsibly.
- Do my class work and homework as well as I can.
- Respect the culture, race, feelings, beliefs and values of other pupils.
- Take care of our school environment and equipment.
- Come to school on time with the things I need.
- Wear my School Uniform with pride and be tidy in my appearance.
- Tell a member of staff if I am worried or unhappy.
- Support and attend events at School and Church.

THE SCHOOL WILL:

- Provide a balanced and appropriate curriculum.
- Provide a creative and nurturing learning environment where each child is valued and able to fulfil his/her potential.
- Provide work suitable for pupils' ages and abilities which help them progress.
- Expect high standards of behaviour and promote respect for all.
- Recognise and celebrate the achievements of your child.
- Provide effective means of communication between home and school and respond quickly to any enquiries or concerns.
- Monitor pupils' progress and provide advice and guidance over their work.
- Provide and mark any homework in accordance with the School's Homework Policy.
- Notify parents of any concerns relative to your child's conduct and keep you informed about your child's progress.

Signed Head Teacher

Signed Parent/Carer

Signed Pupil