



Mereside C of E Primary School



Behaviour & Discipline Policy



Policy on Behaviour and Discipline

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1 Aims and objectives

- 1.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, founded on Christian values. The school's 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 in which everyone feels happy, safe and secure.
- 1.2 The school has a number of golden rules (see appendix 1.1, 1.2 and 1.3), but our behaviour policy is not primarily concerned with rule enforcement. 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.
- 1.3 The school expects every member of the school community to behave in a considerate way towards others.
- 1.4 We treat all children fairly and apply this behaviour policy in a positive, assertive and consistent way.
- 1.5 This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to positively promote good behaviour, rather than merely deter anti-social behaviour.

2 Rewards and Sanctions

- 2.1 We praise and reward children for good behaviour in a variety of ways (see appendices for examples of rewards and sanctions):
 - Teachers congratulate children.
 - Gold Star stickers and awards
 - Reading Reward Passports
 - Raffle tickets (break and lunchtime supervisors)
 - Family Group related Team points
 - Teacher's own; whole class, groups and individual rewards.
 - Sports day and team point trophies
 - Head teacher's awards
 - Celebration Assemblies
 - Golden time
 - Star of the Day
 - Golden Achiever Certificates
 - Marble Jar Parties
 - Bonus playtimes
- 2.2 The school acknowledges all the efforts and achievements of children, both in and out of school. The weekly newsletter contains information regarding children's achievements.
- 2.3 Each child in KS2 and 1 begins the week with 30 minutes of golden time in which they may choose a pre-agreed activity of their choice. Failure to follow golden rules will lead to stepped losses of golden time.

STEPS	ACTIONS
1	Instruction.
2	Reminder.
3	Moved to Amber
4	Moved to Red Lose 1 minute of GOLDEN TIME .
5	10 Minutes in Buddy Classroom. Name in Behaviour Log. Lose another minute of Golden Time. 5 Minutes of Playtime. (Three names in Behaviour Log- Parents and Headteacher told)
6	Next session in Buddy Class/ with Learning Mentor. Name in Behaviour Log. 15 Minutes of Playtime. Headteacher told. Parents told.
7	Taken out of classroom for the Next Day . All Playtimes lost. Report to Headteacher. Parent Meeting.

- 2.4 The school employs a number of sanctions to enforce the golden rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. For a visual approach, each class operates a traffic light system, allowing each child to understand where they are along the behaviour system. This supports us in a restorative approach linked to the Christian value of Justice.
- 2.5 The class teacher discusses the golden rules with the class. In this way, every child in the school knows the high standards 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.
- 2.6 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we investigate and if necessary act immediately to stop any further occurrences of such behaviour, ensuring that we support both the victim and the bully. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. See Anti-bullying Policy for guidance.
- 2.7 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap

PLAYTIME EXPECTATIONS	Choose to Follow Instructions	1 st Choice to NOT Follow Instructions	2 nd Choice to NOT Follow Instructions	3 rd Choice to NOT Follow Instructions
We Play Gently and Kindly	RAFFLE TICKETS FOR CLASS DRAW	REMINDER GIVEN	5 MINUTES OF PLAYTIME LOST	10 MINUTES OF PLAYTIME LOST
We Use Our Equipment With Care/ Correctly	WINNING CLASS EARNS EXTRA PLAYTIME PRIVILEGES ON FRIDAY			
We Stop, Listen and Follow Adults' Instructions				



children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. Wherever possible, de-escalatory strategies are used.

2.8 During morning break or lunch time the supervisors will follow the steps described above. Positive behaviour will be rewarded by raffle tickets, which will be saved by the class for a raffle draw during the Key Stage assembly's. If a child has had three break time sanctions parents will be contacted.

2.9 On occasions staff may keep children in at break times for reflection as a result of; repeated poor behaviour and for completion of tasks.

3 The role of the class teacher

- 3.1 It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- 3.2 The class teachers in our school have high expectations of the children, with regard to behaviour, and they strive to ensure that all children achieve and work to the best of their ability.
- 3.3 The class teacher treats each child fairly, and enforces the golden rules consistently. The teachers treat all children in their classes with respect and understanding.
- 3.4 If a child misbehaves repeatedly in class, the class teacher will follow the behaviour system and records the appropriate incidents in the ABC folder to be reported to the head teacher and parents if necessary. In the first instance, the class teacher deals with incidents him/herself following graded positive intervention strategies. However, if misbehaviour continues, the class teacher will seek help and advice from the headteacher or senior management.
- 3.5 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or the LA's behaviour support service.
- 3.6 The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

4 The role of the headteacher

- 4.1 It is the responsibility 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 children in the school.
- 4.2 The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- 4.3 The head teacher will conduct the celebration assembly in which the appropriate awards will be distributed.
- 4.4 The head teacher keeps records of all reported serious incidents of misbehaviour.
- 4.5 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. These actions are taken only after the school governors have been notified.



5 The role of parents

- 5.1 The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.
- 5.2 We explain the school rules in the school prospectus, and we expect parents to read and support them.
- 5.3 We expect parents to support their child's learning, and to cooperate with the school. 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.
- 5.4 If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

6 The role of governors

- 6.1 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 adhering to these guidelines.
- 6.2 The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, 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.

7 Fixed-term and permanent exclusions

- 7.1 We do not wish to exclude any child from school, but sometimes this may be necessary, particularly if the behaviour is violent or is causing the behaviour and learning of others to be disrupted. The school follows national guidelines for exclusions and liaises closely with the LA in cases where behaviour may lead to exclusion.
- 7.2 Only the headteacher (or the 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.
- 7.3 If the headteacher excludes a child, the parents are informed immediately, giving reasons for the exclusion. At the same time, the headteacher 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.
- 7.4 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.
- 7.5 The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.
- 7.6 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.
- 7.7 When an appeals panel meets to consider exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.
- 7.8 If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

8 Drug- and alcohol-related incidents

- 8.1 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 worker.
- 8.2 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 a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.
- 8.3 If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.
- 8.4 It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary 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.
- 8.5 If the offence is repeated, the child will be permanently excluded.
- 8.6 If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

9 The use of reasonable force:

9.1 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 judgement of the staff member concerned and should always depend on the individual circumstances.

9.2 Schools do not require parental consent to use force on a student.

9.3 Schools should **not** have a 'no contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.

9.4 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.



9.5 Searching and confiscation- Statement and procedures

Advice for schools regarding their power to search pupils was updated in 2014

Key points to note:

- School staff may search pupils with their consent
- Headteachers and staff authorised by them have a statutory power to search pupils and their possessions without consent where they have reasonable grounds for suspecting a pupil may have a prohibited item. Prohibited items are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic materials
 - Any article that staff reasonably suspect has been, or is likely to be, used to commit an offence or
 - To cause personal injury, or damage to the property of, any person (including the pupil)
 - Headteachers and authorised staff can also search for any item banned under the school rules which has been identified as an item that can be searched for. In our school this includes mobile phones and any other personal devices (see E-Safety Policy search and deletion procedures Pg 30)

9.6 Confiscation

- School staff can seize any item found as a result of a search. They can also seize any item, however found, that they consider harmful or detrimental to school discipline

9.7 Searching with consent

Schools' common law powers to search:

- School staff can search pupils with their consent for any item.

Also note:

- Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree.
- Schools should make clear in their school behaviour policy and in communications to parents and pupils what items are banned.
- If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy. Refusal will result in a sanction- at Step 6 or 7
- A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate



disciplinary penalty. Refusal is likely to result in a sanction at step 6 or 7 or possibly a fixed term exclusion dependent on the circumstances.

9.8 Searching without consent

What the law says:

- What can be searched for?
- Knives or weapons, alcohol, illegal drugs and stolen items; and
- Tobacco and cigarette papers, fireworks and pornographic images; and
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, 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.

Who may search?

- The Headteacher or a member of school staff and authorised by the headteacher.

Under what circumstances?

- You must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the pupil being searched.
- There is a limited exception to this rule. You can carry out a search of a pupil of the opposite sex to you and without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff

Establishing grounds for a search

- Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.
- In the exceptional circumstances when it is necessary to conduct a search of a pupil of the opposite sex or in the absence of a witness, the member of staff conducting the search should bear in mind that a pupil's expectation of privacy increases as they get older.
- The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.

9.9 Extent of the search – clothes, possessions, desks and lockers

What the law says:

- The person conducting the search may not require the pupil to remove any clothing other than outer clothing.
- 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves.



- ‘Possessions’ means any goods over which the pupil has or appears to have control – this includes desks, lockers and bags.
- A pupil’s possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Also note:

The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do.

Lockers and desks

- Under common law powers, schools are able to search lockers and desks for any item provided the pupil agrees. Schools can also make it a condition of having a locker or desk that the pupil consents to have these searched for any item whether or not the pupil is present.
- If a pupil does not consent to a search (or withdraws consent having signed a consent form) then it is possible to conduct a search without consent but only for the “prohibited items” listed above.

Use of force

- Members of staff can use such force as is reasonable given the circumstances when conducting a search 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. Such force cannot be used to search for items banned under the school rules.
- Separate advice is available on teachers’ power to use force – see Associated Resources section

Telling parents and dealing with complaints

- Schools are not required to inform parents before a search takes place or to seek their consent to search their child.
- There is no legal requirement to make or keep a record of a search.
- Schools should inform the individual pupil’s parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.
- Complaints about screening or searching should be dealt with through the normal school complaints procedure.

10 Mental Health

10.1 One in ten children and young people aged 5 to 16 have a clinically diagnosed mental health disorder and around one in seven has less severe problems. Government advice- Mental Health and Behaviour in Schools- June 2014 recognises this and asks for schools to include this in Behaviour policies.

10.2 As a school we recognise that certain individuals and groups are more at risk of developing mental health problems than others, including major life events such as loss or separation or traumatic events and that we play a vital role in promoting resilience and an

environment where pupils and families feel safe to disclose issues in the knowledge we will direct them to appropriate services.

10.3 Where possible school will support the child at such times, intervening well before mental health problems develop.

10.4 Risk Factors- We will be aware of individuals and families that fit into any of the categories in the table below and assist with the protective factors where necessary.

	Risk factors	Protective factors
In the child ^{5,6}	<ul style="list-style-type: none"> Genetic influences Low IQ and learning disabilities Specific development delay or neuro-diversity Communication difficulties Difficult temperament Physical illness Academic failure Low self-esteem 	<ul style="list-style-type: none"> Being female (in younger children) Secure attachment experience Outgoing temperament as an infant Good communication skills, sociability Being a planner and having a belief in control Humour Problem solving skills and a positive attitude Experiences of success and achievement Faith or spirituality Capacity to reflect
In the family ^{4,5}	<ul style="list-style-type: none"> Overt parental conflict including Domestic Violence Family breakdown (including where children are taken into care or adopted) Inconsistent or unclear discipline Hostile or rejecting relationships Failure to adapt to a child's changing needs Physical, sexual or emotional abuse Parental psychiatric illness Parental criminality, alcoholism or personality disorder Death and loss – including loss of friendship 	<ul style="list-style-type: none"> At least one good parent-child relationship (or one supportive adult) Affection Clear, consistent discipline Support for education Supportive long term relationship or the absence of severe discord
In the school	<ul style="list-style-type: none"> Bullying Discrimination Breakdown in or lack of positive friendships Deviant peer influences Peer pressure Poor pupil to teacher relationships 	<ul style="list-style-type: none"> Clear policies on behaviour and bullying 'Open-door' policy for children to raise problems A whole-school approach to promoting good mental health Positive classroom management A sense of belonging Positive peer influences
In the community ^{4,5}	<ul style="list-style-type: none"> Socio-economic disadvantage Homelessness Disaster, accidents, war or other overwhelming events Discrimination Other significant life events 	<ul style="list-style-type: none"> Wider supportive network Good housing High standard of living High morale school with positive policies for behaviour, attitudes and anti-bullying Opportunities for valued social roles Range of sport/leisure activities

10.5 The structure and culture within our school will promote our pupils' mental health through:

- A committed Senior Leadership Team that values all pupils; allows them to feel a sense belonging; and makes it possible to talk about problems in a non-stigmatised way
- An ethos of setting high expectations of attainment for all pupils with consistently applied support.
- An effective strategic role for the SENCO- ensuring all adults in the school understand their responsibilities to children with SEND
- Working with parents and carers as well as with the pupils themselves.
- Continuous professional development for staff that makes it clear that promoting good mental health is the responsibility of all members of school staff and community.
- Clear systems and processes to help staff who identify children and young people with possible mental health problems- As set out in the school SEND policy.
- Working with others to provide interventions for pupils with mental health problems that use a graduated approach to inform a clear cycle of support- Assessment- Plan- Action- Review.
- A healthy school approach to promoting the health and wellbeing of all pupils in the school.

11 Monitoring and Review

11.1 The headteacher/Senior management team monitor the effectiveness of this policy on a regular basis. The head teacher reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.



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- 11.2 The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The headteacher records those incidents in which a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: Where necessary, lunchtime supervisors give written details of any incident in the incidents file that we keep in the classrooms. If Key stage 2 children are sent in during morning break or lunch time, they will be asked to complete a pupil reflection sheet.
- 11.3 The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- 11.4 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 governing body will pay particular attention to matters of racial equality; it will seek to ensure that no child is treated unfairly because of race or ethnic background.
- 11.5 The governing body reviews this policy annually. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.