DENNINGTON CofE PRIMARY SCHOOLS

BEHAVIOUR AND DISCIPLINE POLICY

This policy must be read in conjunction with the:

- Exclusion Policy
- Restraint Policy
- Anti-bullying Policy

Signature	
Date Approved	May 2021
Review Frequency (Years)	Annually
Date of Next Review	May 2022

Contents

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform (if pupil is able to make an informed choice about this)

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
    - **Knives or weapons**
    - **Alcohol**
    - **Illegal drugs**
    - **Stolen items**
    - **Tobacco and cigarette papers**
    - **Fireworks**
    - **Pornographic images**
    - **Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)**

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

The school takes allegations of bullying serious and details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy which has been produced by the All-Saints Schools Trust.

5. Roles and responsibilities

5.1 Leaders and Governors

- The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Head of School/Executive Head to account for its implementation.
- The Head of School/Executive Head will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.
- The Head of School/Executive Head is responsible for reviewing and approving this behaviour policy.
- The Head of School/Executive Head will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.2 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

5.3 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way

- Show respect to members of staff and each other

- In class, make it possible for all pupils to learn

- Move quietly around the school

- Treat the school buildings and school property with respect

- Wear the correct uniform at all times

- Accept sanctions when given

- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- **Praise**

- **House points and merits**

- **Certificates and awards**

- **Stickers**

- **Being sent to senior staff**

- **Letters or phone calls home to parents**

- **Special responsibilities/privileges**

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A nonverbal signal

- A rule reminder

- A verbal reprimand

- Sending the pupil out of the class (including to another classroom if necessary)

- Expecting missed or poor work to be completed at home, or at break or lunchtime

- Missing break or lunchtime

- Referring the pupil to a senior member of staff

- Letters or phone calls home to parents

- We may also use the Head of School/Executive Head's office as a place for the pupil to work quietly and reflect on their actions

- Restorative actions e.g. tidying cloakrooms or writing a letter of apology

- Temporary exclusion

- In extreme cases, the child will be permanently excluded from school.

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head of School/Executive Head will discipline the pupil in accordance with this policy. The Head of School/Executive Head will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display their own classroom rules

Develop a positive and productive relationship with pupils, which should include:

- Treating pupils with compassion, respect and dignity
- Recognising children as individuals
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting, teaching and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the <u>minimum amount of force</u> and for the <u>minimum amount of time</u> possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

8.4 Pupil support

> **It is essential that all staff recognise that poor behaviour is often a symptom of something else e.g. safeguarding issues, SEN or mental health and it is important to investigate the possible sources of this as fully as possible.**

- The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

- The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

- Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

- When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Pupil transition

- To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

- To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint. Behaviour management also forms part of continuing professional development.

11. Monitoring arrangements

- Senior staff ensure that behaviour is logged so that it can be monitored for patterns.

- This behaviour policy will be reviewed by the Head of School/Executive Head and full governing board every year. At each review, the policy will be approved by the Head of School/Executive Head.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy

- Physical Restraint Policy

- Safeguarding policy