



Coldwaltham, St. James' C.E. Primary School,

BEHAVIOUR POLICY

Committee Responsible:	Teaching and Learning Committee
Person Responsible:	Headteacher
Date Approved by FGB:	November 2018
Date for Review:	November 2019

Signed.....

Date.....



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1. Introduction

School discipline is essential to maintaining an orderly community. Bad behaviour impedes the life or work of others. Only good behaviour is appropriate in our schools. We expect children to be caring and well behaved. We need to help them to understand and apply self-discipline. Bullying and racism are unacceptable in any form and will be dealt with immediately.

2. Aims

To achieve the aspirations set out above, we aim to:

- Expect good behaviour.
- Respect each other.
- Be polite to each other.
- Respect any differences between people.
- Understand the need for discipline.
- Ensure that children, staff and parents work in partnership.
- Ensure that children and staff have ownership of school and class rules.



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3. Roles and Responsibilities

LEA

Any incidents of a racial nature will be reported to the LEA as statutorily required.

Support for behaviour problems can be sought from the Learning and Behaviour Advisory Team, The Educational Psychology Service (EPS) and the Education Welfare Service.

The Governing Bodies

The Governors will support the school in their roles. Only if there are serious behaviour problems or racial incidents will there need to be a formal report.

Staff

All staff are responsible for maintaining good behaviour and are always to deal with problems fairly and sensitively. Specific problems may need to be referred to the Headteacher who will then deal with the problem directly and contact parents if necessary.

Parents

Parents can contact the school with any concerns about behaviour as set out in the guidelines attached and be assured that their reports will be treated in confidence by the school.

4. Home –School Agreement

This is an agreement between parents, children and staff. It is signed by all parties and will be regularly reviewed. It sets out commonly agreed roles and responsibilities for all parties. This agreement will be reviewed yearly by the Governors and sent out to parents on a yearly basis for signing by parents and children and school.

5. Racial Incidents

All racial incidents are to be recorded and reported by the Headteacher to the Governing Body of the school concerned. The LA is required statutorily to monitor such incidents and the Headteacher will remain involved throughout.

6. Seriously Unacceptable Behaviour

Certain behaviours in school will be taken very seriously indeed and action will be taken against the perpetrator. They are:



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- If a pupil threatens to assault or has assaulted a member of staff or other pupil.
- If the classroom is made unsafe because a pupil is misusing equipment or furniture.
- If a pupil's persistent bad behaviour prevents a class from working.

At all the levels of unacceptable behaviour in the table below the pupils are to tell the class teacher when they are concerned and the teacher is to attempt to resolve the matter in the first instance. The child is to tell another teacher or the Headteacher if they are still concerned. When there is a concern, these procedures and definitions of unacceptable behaviour are to be followed.

Level 1. Inappropriate behaviour, e.g. Failure to follow instructions e.g. running in corridor, disturbing others in class,

- Teacher or Teaching Assistant to deal with it immediately and firmly.

Level 2. Inappropriate behaviour, e.g. persistent swearing, inappropriate language, fighting or serious one-off incidents such as kicking, throwing stones etc; purposeful damage to property/equipment; racist or homophobic incidents such as name calling.

- Teacher or Teaching Assistant to send or take child to the Senior Teacher.
- Class Teacher to keep detailed log in the 'Red Book' which is kept centrally in the school office
- Teacher to discuss with SENDCO and Headteacher/senior teacher.
- Teacher to inform parents of incident and strategy in a confidential manner.
- SENDCO and class teacher to decide on a behaviour improvement plan and set a review date.
- Class teacher to explain behaviour targets to pupil and parent.
- All staff to be informed and be involved with behaviour and improvement strategy.



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- Racist incidents to be recorded by the Headteacher and reported to Governors in the termly Headteacher's Report.

Level 3. Persistent inappropriate behaviour continues:

- Teacher to inform Headteacher.
- Headteacher to discuss with parents, including reinforcing positive behaviour.
- SENDCO to observe child and record.
- Continue with school based initiatives, including detailed log kept by class teacher.
- Headteacher and SENCO to contact the Learning and Behaviour Advisory Team about developing further programmes for child's support.
- Behaviour record card issued
- Internal exclusion
- Complete Individual Educational Plan. Identify training needs.
- Exclusion for an escalating fixed period of time
- Permanent exclusion

7. Classroom Management

Style of classroom management governs the behaviour of the pupils and the following methods should be used to achieve the stated aims:

- The pupils' self-esteem and confidence is to be maintained and developed by praise, positive reinforcement, circle time and respect for each other's opinions.
- Care is to be given to places in class and to groupings in order to maximise social skills and learning opportunities.
- School rules are to be reviewed every school year by the School Council. Class rules can be decided by the pupils in discussion with the class teacher in each class and should be positive in presentation to avoid a prohibitive tone.
- Everyone is to exercise fairness at all times.
- All staff are to respond positively to pupils so there is a culture of children being able to complain confidently about bullying and inappropriate behaviour.



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- Rewards: Rewards for good behaviour take many forms and may include: stickers, verbal praise, Headteacher's Award, showing good work to other classes/ Headteacher, certificates, sticker charts etc.
- Sanctions: These will often match the type of behaviour that is unacceptable and could include: missing five minutes' playtime if playing inappropriately, writing a letter of apology to another child/ adult for misbehaviour or actions, seeing the Headteacher, and explaining the behaviour, use of eh behaviour chart in the form of a shooting star, sunshine, thought cloud and cloud to be used to monitor classroom behaviour. Sanctions will be different for different ages and classes. Parents will also be involved if necessary and actions taken by the school will be explained. Parents will be asked to reinforce all actions taken by the school and work in partnership with the school to improve persistent unacceptable behaviours.

8. Progression and Continuity

All staff are to expect and practice high standards of behaviour and be mutually supportive. They will ensure the pupils do not see a difference of opinion between staff. They will aim to present a consistent, positive response to pupils so that trust is built.

9. Attendance

A poor attendance record is a behavioural problem which can be tackled if the following tasks are carried out:

- The registers are to be transferred regularly onto the attendance module.
- Requests are to be sent to parents for explanations for unexplained absences of their child, if not already received.
- Unauthorised absences are to be recorded after reminders have been sent out.
- Every September, parents will be reminded about the need for absence request letters for holidays and family days-out in term time.
- Registers are checked half termly by the Headteacher who will inform the LA Attendance Officer of any behaviour problems or concerns.



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10. Monitoring

- The Headteacher will monitor behaviour logs and programmes and overall behaviour.
- The Headteacher and LA Attendance Officer will monitor attendance
- Governors will monitor by means of the Headteacher's report, which will include all racial incidents.
- The LEA will monitor racial incidents.

Additional information:

The power to discipline beyond the school gate

- Disciplining beyond the school gate covers the school's response to all non-criminal unacceptable behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school.
- In any school organised or school related activity, all staff will follow school guidelines in response to any unacceptable behaviour. On return to school, parents will be informed of any incident which requires following up. If behaviour is such that safety of other pupils is compromised, a member of staff will be allocated to that pupil to manage the behaviour. If assistance is required, staff will follow emergency procedures set out in the visit file and contact the school for assistance. Parents will be informed and may be asked to collect the child from the venue. All such incidents will be recorded.
- Travelling to and from school, wearing school uniform and identifiable as a pupil at the school: Headteacher will talk to pupils and involve parents in discussion about behaviours that reflect badly on school.

If behaviour outside the school:

- 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.

Consideration will also be given as to whether it is appropriate to notify the police. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child



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suffering, or being likely to suffer, significant harm. In this case the school staff should follow its safeguarding policy.

What the law allows

- 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 paid member of school staff or a member of staff authorised by the Headteacher
 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
 3. It must not breach any other statutory requirement or prohibition and it must be reasonable in all the circumstances.
- A punishment must be reasonable. 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 Headteacher 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 school's safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet



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educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary.

What the law allows

- There are two sets of legal provisions which enable school staff to confiscate items from pupils:
 1. The general power to discipline is permitted. Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow reasonable instructions. A member of staff is permitted 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.
 2. Power to search without consent for prohibited items including:
 - knives and weapons
 - alcohol,
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
 - 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.

The legislation sets out what must be done with prohibited items found as a result of a search.

- Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.



Exclusions

What is meant by 'exclusion'?

There are two types of exclusion:

Fixed period – Short term exclusion for one or more periods up to a maximum of 45 days in any one school year. The pupil returns to school once the exclusion is completed. A period of exclusion should be for the shortest time possible and cannot be for an indefinite period. Lunchtime exclusions can be imposed.

Permanent exclusion – Following a serious breach or persistent breaches of school discipline. It is not intended that the pupil will return to the same school.

Who can exclude a pupil?

Only the Headteacher is able to exclude a pupil, or in the Headteacher's absence the teacher who is acting as Headteacher.

When is exclusion appropriate?

A decision to exclude a pupil for a fixed period should be taken in response to breaches of the school's behaviour policy where these are not serious enough to warrant permanent exclusion and lesser sanctions are not appropriate. A thorough investigation should first be carried out considering all the evidence and allowing the pupil concerned to give their version of events. Exclusion is the only route to removing pupils from school if they have committed a disciplinary offence. Pupils cannot be sent home to 'cool off' even with parental co-operation.

A decision to exclude a pupil permanently should be taken only:

- a) in response to serious breaches of the school's behaviour policy; and
- b) if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Permanent exclusion will usually be the final step in the disciplinary process. However, there will be exceptional circumstances when a pupil may be excluded for a first or one off offence such as violence, sexual assault, supplying an illegal drug or carrying an offensive weapon.

When is exclusion not appropriate?

Exclusion should not be used for:



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- minor incidents, for example lack of homework;
- poor academic performance;
- lateness or truancy;
- punishing pupils for the behaviour of their parents;
- breaches of school uniform.

Exclusion should be avoided, if at all possible, for pupils with special educational needs or who are looked after. Schools must ensure they do not discriminate in accordance with the Equality Act 2010.

What happens when a decision is made to exclude a pupil?

The guidance states that parents should be informed of an exclusion 'without delay', ideally by phone followed by a letter. The letter will set out the reason for and length of the exclusion and how parents can access advice from the local authority and the Coram Children's Legal Centre. In addition, it will explain:

- Parents have a duty to ensure their child is not present in a public place in school hours during an exclusion of up to five days in length.
- Either the school will arrange for the pupil to attend suitable alternative full time educational provision or work will be set by the school for a pupil to complete at home during an exclusion of up to five days in length. The school will be responsible for providing full time education off site from the sixth day of any fixed period exclusion and the local authority from the sixth day of any permanent exclusion.
- How parents can make representations to the governors of the school who have a duty to review exclusions.

In all cases, Headteachers should keep a written record of their actions.

How are exclusions reviewed?

There are different rights for specified periods of exclusions:

- 0.5 to 5 days – The governing body are not required to meet but must consider any representation made by parents.



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- 5.5 to 15 days – The governing body must meet to review the exclusion but only if requested to do so by a parent.
- Exclusions totalling over 15 days in one term and permanent exclusions – The governing body must meet to review these exclusions before the 15th day after notification of the exclusion.

Who attends these meetings?

- There are usually three governors representing the governing body who have had no involvement with the incident that has taken place.
- A clerk to take notes and advise the governors on procedures.
- A local authority representative (maintained schools). The local authority representative may only make representations with the governing body's consent.
- The Headteacher.
- Witnesses, if appropriate.
- Parents and pupil can attend and are encouraged to do so, but the meeting for longer fixed period exclusions and permanent exclusions must take place whether a parent attends or not. Parents can be accompanied at the meeting.

What happens at the meeting?

The Headteacher first presents the case for exclusion and can be questioned by parents, governors and local authority representative. Parents then present their case and in turn can be questioned by the Headteacher, governors and local authority representative. After both sides have been given a further opportunity to sum up their case, everyone leaves the governors to consider the evidence and make their decision.

What decision can the governors make?

There are only two decisions open to the governing body:

- to uphold the exclusion; or
- direct the pupil's reinstatement either immediately or by a particular date.

Contact the Access and Exclusion Team

Phone: 01903 839667

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