



# **Burtonwood Primary School**

## **Behaviour and Discipline Policy**

### **Statement of intent**

The staff and governors of Burtonwood Community Primary School believe that, in order to facilitate successful teaching and learning, respectful relationships and acceptable behaviour must be demonstrated in all aspects of school life.

The school is committed to promoting desired behaviour by

- Promoting self-esteem, self-discipline, resilience, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour to create a culture of encouragement in which all pupils can achieve.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging and developing positive relationships with parents and carers.
- Developing positive relationships with pupils to support them in moderating their emotions and reactions.
- A shared approach which involves pupils in agreeing class rules, rewards and sanctions; the implementation of the school's policy; and, associated procedures.

The school acknowledges that undesirable behaviour can sometimes be the result of special educational needs, mental health issues, or other needs or vulnerabilities, and will do its utmost to address these needs via an individualised graduated response.

### **1. Aims and expectations**

#### **1.1**

It is our primary aim 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, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and valued.

#### **1.2**

The intent of the behaviour policy is to promote good relationships between everyone in the school, 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, respectful and appropriate way.

#### **1.3**

The school expects every member of the school community to behave in a considerate way towards others.

#### **1.4**

Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school. The power to discipline also applies to all paid staff with responsibility for pupils, such as teaching assistants. All staff must treat all children fairly and apply this behaviour policy in a consistent way.

#### **1.5**

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

#### **1.6**

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

#### **1.7**

The policy reflects the statutory requirements under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

## 2. Praise and Rewards

### 2.1

The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. Whilst it is important to receive praise from teachers, the school also understands that peer praise is effective for creating a positive learning environment, and confidence and self-esteem in pupils.

When giving praise, teachers ensure:

- They define the behaviour that is being rewarded.
- The praise is given as soon as possible following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort and the pride children should have in themselves, rather than only to work produced.
- Perseverance and independence are encouraged.
- Teachers ensure that praise is not given continuously without reason and only when a pupil's efforts, work or behaviour need to be recognised.
- Praise that is given is always sincere and is never followed with immediate criticism.

Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

Where possible, intrinsic motivation is encouraged and children learn the value of being in a caring community and that each member of the community has their part to play.

### 2.2

Teachers congratulate children verbally and in written feedback for attitude, effort and achievement;

- Each class has their own personalised system, which provides rewards for the children.
- Rewards may include, but are not limited to:
  - Tokens and stickers
  - Lucky dips / prize box
  - Special privileges
  - Position of responsibility
  - Postcards home
  - Messages home
  - Putting work on Seesaw for parents to see
  - Extra break times
  - Class celebrations
- Weekly assemblies also celebrate success in each year group. Individual children receive certificates for their good

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work and behaviour. The school has three trophies that are presented to children at the celebration assembly for:

- Consistent excellence
- Outstanding behaviour
- Thoughtfulness
- In particularly praiseworthy situations, certificates from the head teacher are sent home.
- Classes have the opportunity to lead an achievement assembly / event (e.g. Gospel, keyboards), where they are able to show examples of their best work.

### 2.3

The school acknowledges all the efforts and achievements of children, both in and out of school. We will usually celebrate these in class or, sometimes, in Key Stage or whole school assemblies.

## 2. Unacceptable Behaviour

### 2.1 Definitions

For the purpose of this policy, the school defines "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance and provoke a reaction
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy

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- Refusing to comply with disciplinary sanctions
- Theft
- Swearing; prejudiced remarks (for example, racism or homophobia); or, threatening language
- Fighting or aggression

For the purpose of this policy, the school defines “low-level, unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils including, but not limited to the following:

- Low-level disruption and talking in class
- Failure to complete classwork in a reasonable amount of time, given adaptations and support for pupils with special educational needs
- Rudeness
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on transport
- Use of mobile phones on the premises without permission
- Graffiti

“Unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

“Challenging behaviour” is defined as:

- Discriminative abuse
- Verbal abuse
- Bullying
- Persistent disobedience or destructive behaviour
- Extreme behaviour, e.g. violence, running away from school, vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a senior staff member

### **3.2 Prohibited sexual harassment**

The school prohibits all forms of sexual discrimination including sexual harassment, gender-based bullying and sexual violence.

Types of conduct that are prohibited in the school and may constitute sexual harassment under this policy include, but are not limited to, the following:

- Unwelcome sexual flirtations or propositions, invitations or requests for sexualised activity
- Sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names
- Sexual “jokes” or taunting, threats, verbal abuse, derogatory comments or sexually degrading descriptions
- Unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online, etc.
- Physical behaviour, such as deliberately brushing against, grabbing, massaging or stroking an individual’s body
- Taking, displaying, or pressuring individuals into taking photos of a sexual nature
- Exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, “up skirting”, “down blousing”, or flashing
- Purposefully cornering or hindering an individual’s normal movements
- Misuse of school equipment to search for indecent images or videos
- Participation in sexualised discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form or electronic communication

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence.

Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

The school will work with children and parents to address the effects of harassment and will offer and provide counselling services for victims, if required.

### **3.3 Items banned from the school premises**

#### **3.3.1**

The following items are banned from the school premises:

Fire lighting equipment:

- Matches, lighters, etc.

Drugs and smoking equipment:

- Cigarettes
- Tobacco
- Cigarette papers
- Electronic cigarettes (e-cigs)
- Alcohol
- Solvents
- Any form of illegal drugs
- Any other drugs, except medicines covered by the prescribed medicines procedure

Weapons and other dangerous implements or substances:

- Knives
- Razors
- Catapults
- Guns (including replicas and BB guns)
- Laser pens
- Knuckle dusters and studded arm bands
- Whips or similar items
- Pepper sprays and gas canisters
- Fireworks
- Dangerous chemicals

Other items:

- Liquid correction fluid
- Caffeinated energy drinks
- Offensive materials (i.e. pornographic, homophobic, racist, etc.)
- Aerosols, including deodorant and hair spray
- Chewing gum

All members of staff can use their power to search without consent for any of the items listed above.

#### **3.3.2**

Searches will be conducted by a same-sex member of staff, with another same-sex staff member as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots and coats.



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A pupil's possessions will only be searched in the presence of the pupil and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

### **3.3.3**

A staff member carrying out a search can confiscate anything which they have reasonable grounds to suspect is a prohibited item.

The school is not liable for any damage to, or loss of, any confiscated item.

The police will be contacted if any weapons, knives, illegal substances and extreme or child pornography are discovered by a member of staff.

For all other items, it is at the discretion of the member of staff to decide if, and when, an item will be returned to a pupil.

Parents will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school office.

The head teacher will always be notified when any item is confiscated.

### **3.3.4**

Staff will follow the provisions outlined in the DfE Searching, Screening and Confiscation guidance (2018) when conducting searches and confiscating items.

## **4. Routines, rules and sanctions**

### **4.1**

At all times, we endeavour to raise children's self-esteem and to encourage them in a positive way to behave appropriately following clear routines and rules.

#### **4.1.1**

The school understands that pupils work best when there is an established routine and that many behavioural problems arise as a result of a lack of consistent routine and structure. Teachers establish classroom routines at the start of each academic year with the children in their class and revisit these daily, with clear rationale for the routine in place and, where possible, advance warning of any necessary changes to it.

#### **4.1.2**

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the

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children at the start of the year. We present these rules in a positive way wherever possible – for instance, 'We listen when others are talking' rather than 'Don't shout out'.

Before committing to the classroom rules, teachers ensure that all pupils fully understand what the rules involve and what is expected of them. Teachers explain the rationale behind the rules in order to help pupils understand why rules are needed. Rules are placed on the classroom walls to ensure they are visible to pupils at all times, and they are regularly reinforced within the classroom. Where appropriate, rules may also be prompted by pictures for the youngest children and children with SEND. Teachers explain clearly to pupils what will happen if they breach any of the rules so they are aware of the sanctions that may be imposed.

### **4.1.3**

If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time' so that the correct message reaches all the children.

In this way, every child in the school knows the standard of behaviour that we expect in our school. However, disciplinary sanctions may be necessary for transgressions.

## **4.2 Sanctions**

The school employs a number of sanctions to reinforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. Any sanction must be proportionate. Section 91 of the Education and Inspections Act 2006 says the sanction must be reasonable 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.

### **4.2.1**

We expect children to try their best in all activities. If they do not do so, we may ask them to complete the task or redo it in their own time (at a break time or as additional homework).

### **4.2.3**

We expect children to listen carefully to teaching input and instructions in lessons, and to the contributions made by their peers. This builds respectful relationships with adults and peers and allows learning to take place without disruption. We also expect them to engage with independent and small group learning quietly.

- If a child is disruptive in class, the teacher gives a verbal warning of unacceptable behaviour and outlines consequences of continued disruptive behaviour. These consequences could include:
  - Missing part or all of their break time

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- Either to move to a place nearer the teacher, to sit on their own inside the classroom, or to be sent to work outside the classroom in the corridor
  - Being sent to the deputy or head teacher
- All teachers at the school can impose a break time detention on a pupil, unless the head teacher decides to withdraw this power from any teacher. Parental consent is not required for missed break times; therefore, the school is able to issue this as a sanction without first notifying the parents of the pupil. When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the pupil. If the detention is during lunchtime, 20 minutes will be allocated to allow the pupil time to eat and drink and they may use the toilet as necessary.
  - The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
  - If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child. The parents will be informed of what sanctions the child will face if the behaviour continues.

### **4.2.4**

In persistent cases of unacceptable behaviour, the head teacher (or class teacher with the head teacher's support) may escalate this to the category of seriously unacceptable behaviour and use the following sanctions:

- Loss of privileges – for instance, the loss of a prized responsibility or not being able to participate in a non-uniform day or class trip.
- Temporary or permanent exclusion.

### **4.2.5**

In persistent cases of unacceptable, seriously unacceptable or challenging behaviour, outside agencies may be involved such as the school health advisor or CYPMHS.

### **4.2.6**

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all

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children attend school free from fear. The teacher must complete a bullying incident report form and give a copy to the head teacher.

Acts of bullying, physical assault and intimidation will lead to the following sanctions:

- Missing break time until the head teacher can ensure the safety of the other children
- Loss of privileges – for instance, the loss of a prized responsibility or not being able to participate in a non-uniform day or class trip.
- Removal from the class with learning taking place in isolation for a limited period.
- Temporary or permanent exclusion.

Parents will be informed immediately about their child's behaviour and informed of the future sanctions if the behaviour is repeated. After an incident of bullying, the class teacher must speak again with the victim, bully and the parents of both to ensure that the situation has been resolved and there have been no further incidents.

Bullying incidents will be kept on record.

### **4.2.7**

The staff at the school and any visitors, volunteers, student teachers or teaching assistants should be treated with respect and courtesy. If they are subject to disrespectful actions or comments, sanctions will apply:

- Missing break time
- Being sent to the head teacher or senior member of staff
- Removal from the class with learning taking place in isolation for a limited period.

If a child makes a malicious accusation, verbally abuses or physically assaults a member of staff or other adult in school, they will face the following sanctions depending on the severity of the incident:

- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day or class trip.
- Removal from the class with learning taking place in isolation for a limited period.
- Temporary or permanent exclusion

Parents will be informed immediately about their child's behaviour and informed of the future consequences if the behaviour is repeated

### **4.2.8**

Staff have the legal powers to confiscate property from pupils as set out in Section 3.3 of this policy. Power to search without consent for "prohibited items" is set out in the guidance document 'Screening, Searching and Confiscation' on the Department of Education website. All staff must obtain guidance and support from the deputy or head teacher before carrying out a search without consent.

In addition to this, the general power to discipline enables a member of staff to confiscate and retain a pupil's property as a punishment, so long

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as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. The property will always be returned to the pupil within 24 hours of it being confiscated, unless it is an item which the staff member deems should be handed to an adult responsible for them. If the item is confiscated on a residential trip, it may be returned at the end of the visit if appropriate.

### 4.2.9

Where challenging behaviour is present, staff members will implement de-escalation strategies to diffuse the situation – this includes the following:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language
- Avoiding being defensive or reactive, e.g. if comments or insults are directed at the staff member
- Providing adequate personal space and not blocking a pupil's escape route, unless this would put them at risk of harm, e.g. leaving school grounds onto the road
- Showing open, accepting body language, e.g. not standing with their arms crossed
- Reassuring the pupil and creating an outcome goal
- Identifying any points of agreement to build a rapport
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work"

### 4.2.10

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE 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 deliberately push, hit, kick or slap children and they do not administer corporal punishment of any kind. Raised voices are kept to a minimum. Staff only intervene physically to restrain children to prevent injury to another child, if a child is in danger of hurting him/herself or could cause significant damage to property.

Staff can also use reasonable force to remove a disruptive child from a classroom when they have repeatedly refused to follow an instruction to do so.

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The actions that we take are in line with government guidelines on the restraint of children and the appropriate restraint form is completed. See policy for Physical Restraint of Pupils.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil will be immediately taken to the head teacher and the pupil's parents will be contacted – parents may be asked to come to the school at this time or at the end of the day to discuss the incident.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the head teacher what behaviour constitutes an exclusion.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

### **4.2.11**

Staff may discipline pupils for misbehaviour off the school premises 'to such an extent as is reasonable' when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour off the school premises that, irrespective of the above:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could disrupt the orderly running of the school.

Any bullying, including cyber-bullying, witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Anti-Bullying Policy.

The school will impose the same behaviour sanctions for bullying incidents and non-criminal misbehaviour which is witnessed outside of the school premises, as would be imposed for the same behaviour conducted on school premises.

Parents will be informed immediately of pupil's misbehaviour outside school.

In all cases of misbehaviour outside of the school premises, staff will only impose any behaviour sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

## **5. The role of the class teacher**

It is the responsibility of 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. This means encouraging mutual respect, developing independence and providing appropriate activities for all children.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

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

If a child misbehaves repeatedly in class, 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 head teacher. The class teacher may keep a record of incidents of unacceptable behaviour if there is a need to put together evidence for liaising with external agencies or for fixed-term or permanent exclusion.

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 their social worker or a professional lead for Social, Emotional and Mental Health (SEMH).

The class teacher reports to parents about the behaviour 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. All staff will report such interactions on CPOMS.

The class teacher should be aware of the signs of SEMH-related behavioural difficulties.

- Plan and review support for their pupils with SEMH-related behavioural difficulties in collaboration with parents, the SENCO and the pupils themselves in Pupil Passports or Individual Behaviour Plans.
- Plan lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with SEMH-related behavioural difficulties will be able to study the full national curriculum.

## **6. The role of the head teacher**

It is the responsibility of the head teacher to determine the school rules and any disciplinary sanctions for breaking the rules as well as 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 head teacher to ensure the health, safety and welfare of all children in the school.

The head teacher sets the accepted standards of behaviour, and supports staff in the implementation of the policy.

The head teacher keeps records of all reported serious incidents of misbehaviour.

The head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

## **7. The role of parents**

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school rules in the school prospectus, and we expect parents to read these and support them.

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

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher or head 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.

## **8. The role of governors**

The governing board has overall responsibility for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes reviewing the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender



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identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.

- Promoting a whole-school culture with high standards of behaviour and discipline, where calm, dignity, respect and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The head teacher has the day-to day authority to implement the school behaviour and discipline policy, but governors may give advice to the head teacher about particular disciplinary issues including fixed-term and permanent exclusions. The head teacher must take this into account when making decisions about matters of behaviour.

### **9. Fixed-term and permanent exclusions**

#### **9.1**

Only the head teacher (or the acting head teacher) has the power to exclude a pupil from school. The head teacher may exclude a pupil for one or more fixed periods. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

#### **9.2**

If the head teacher excludes a pupil, he informs the parents immediately verbally and also in writing, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

#### **9.3**

The head teacher informs the Multi-Academy Trust and the governing body about any permanent or fixed-term exclusion.

#### **9.4**

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 an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the head teacher must comply with this ruling.

### **10. Staff training**

The school recognises that early intervention can prevent misbehaviour. As such, teachers and support staff will receive training in identifying problems before they

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escalate; this can be behavioural problems in the classroom or during breaks and lunchtime.

- Teachers and support staff will receive training on this policy as part of their new starter induction. All staff members are provided with sufficient training in de-escalation strategies and dealing with disruptive and challenging behaviour as part of their induction programme.
- Training may also be refreshed in light of recent incidents and challenging behaviour, or where it is apparent that existing methods are not as effective as they could be.
- All staff members are advised in line with the school's Positive Handling Policy. The head teacher and at least one other staff member will be Team Teach trained.
- All staff will also receive training from the SENDCO and/or mental health lead on the common symptoms of SEMH problems, what is and is not cause for concern, and what to do if they think they have spotted a developing problem.
- The SENDCO and mental health lead will be trained to identify where challenging or unusual behaviour may have an underlying cause that needs addressing.

### **11. Legal framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'

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- Voyeurism (Offences) Act 2019
- DfE (2018) Searching, Screening and Confiscation at School

This policy operates in conjunction with the following school policies:

- Anti-Bullying Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy
- Exclusion Policy
- Drug Policy
- Physical Restraint of Pupils Policy
- Complaints Procedures Policy

### **12. Monitoring**

The head teacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records all interactions with parents when discussing incidents of misbehaviour. All incidents of bullying are reported to the head teacher through the Bullying Incident Report. The class teacher needs to record incidents of behaviour if there is a need to put together evidence for liaising with external agencies or for fixed-term or permanent exclusion.

The head teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

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.

### **13. Review**

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.

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**Signed:**

**Date:**