



# **Behaviour, Discipline and Exclusion Policy**

**September 2018**

**Approved by the Governing Body Strategy Group 13/09/18**

**This Policy is due for renewal in Term 1  
2020–21**

# **BEHAVIOUR AND DISCIPLINE POLICY**

## **OF**

### **GODINTON PRIMARY SCHOOL**

The word parent in this policy refers to parents and carers.

This policy has been informed by DfE guidance ‘Behaviour and Discipline in Schools’ (February 2014).

The policy should be read in conjunction with the school’s ‘Statement of Behaviour Principles.’

#### **SECTION ONE – AIMS AND EXPECTATIONS**

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, 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 secure and where everyone is able to strive for personal excellence.

The school has a set of core values which we expect all members of our school community to uphold. These include attitudes towards others and towards learning.

- We respect and listen to each other’s views, opinions and ideas
- We love how we are all different
- We look for the best in each other
- We are kind, friendly and thoughtful
- We are honest
- We help and look after each other
- We always try our best
- We make sensible choices
- We show good manners
- We are proud to be part of the Godinton family

The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. 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.

We treat all children fairly and apply this behaviour policy in a consistent way.

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.

The school actively promotes positive behaviour, as it believes that this underpins an ethos

of kindness, respect and co-operation. This policy is designed to promote positive behaviour, rather than merely deter anti-social behaviour.

## **SECTION TWO – PROMOTING POSITIVE BEHAVIOUR**

We praise and reward children for positive behaviour in a variety of ways, including:

- Staff congratulate children.
- Staff give children stickers and positive feedback and comment both orally and written;
- Awarding of certificates in our celebration assemblies
- Operation of a successful house point system in which children earn house points for their House and are able to earn badges for their personal efforts.
- Distribution of “gold cards” to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school. These children visit a member of staff, usually a member of the Senior Management Team for praise and a sticker to reward their efforts;
- Weekly Star Award certificates, given to a child from each class who has demonstrated how they have upheld our school values. They are invited to a tea party with the Headteacher. A letter is sent home to parents to inform them of this.
- All classes have an opportunity to lead an achievement assembly where they are able to show examples of their best work or particular talents.
- The school acknowledges all the efforts and achievements of children, both in and out of school. Children’s achievements outside school are often celebrated in assemblies or in the monthly school newsletter.

All recognition of positive behaviour is fairly applied to all children within the school.

## **SECTION THREE – SANCTIONS**

Teachers can discipline pupils whose conduct falls below the standard that could reasonably be expected of them and where they fail to uphold our school values. This means that if a pupil misbehaves, breaks a rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.

To be lawful, the punishment must satisfy the following three conditions:

- The decision to punish the pupil must be made by a paid member of school staff
- The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
- It must not breach any other legislation and must be reasonable in all circumstances.

The school employs a number of sanctions to enforce the school values, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others.
- 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.
- In some circumstances a pupil's actions may result in a loss of privileges, for example the loss of a responsibility such as being a prefect or not being able to participate in an event e.g. a school trip.
- groups are not punished for the behaviour of individuals.

### **3.1. Red and yellow cards**

The school operates a red and yellow card system to clarify sanctions for pupils and to maintain consistency.

If a child misbehaves they will be given a verbal warning, allowing them to take responsibility for rectifying their behaviour.

If a child continues to misbehave during that day, they will be given a yellow card.

If the child behaves for the remainder of the day, the child starts afresh the next day. However, if the child behaves inappropriately on the same day, after receiving a yellow card, they will be given a red card.

Children will be given a red card instantly for behaviour that physically harms another child, is dangerous or is abusive to others.

When a child is given a red card they are sent to a senior member of staff, for a physical incident this is always the Headteacher or Assistant Headteacher. The incident is investigated thoroughly by the member of staff involved and where required all children involved in the incident are spoken to. The child who has misbehaved will be given support, where appropriate, to modify and rectify their actions.

When a red card is issued a child will miss their next playtime (detention). A letter is also sent to parents/ carers informing them of the incident.

If an incident is of a more serious nature we will inform parents immediately by telephone

or ask to see them at the end of the day.

Should the child receive two red cards in a term, they will be interviewed by the Headteacher, alongside the class teacher, to discuss the child's behaviour and how it can be improved.

Should the child receive three red cards in a term, parents will be invited to an interview with the child and the Headteacher. The class teacher and / or SENCo may also be involved in this meeting.

This meeting will involve looking at how best we can support an individual child in improving their behaviour. This may include: regular contact with parents (weekly or even daily), contact with parents through a behaviour book, group support work with the SENCO or Family Liaison Officer, a behaviour chart e.g. a friendship ladder, restructuring of playtimes or the involvement of outside agencies arranged through the SENCO.

Should the child receive four red cards in a term, a further meeting will be called, again involving the parents, Head, SENCo and class teacher, to discuss how suspension can be avoided.

Five red cards within a term may result in a fixed term suspension. However the individual needs of the child and circumstances including age and any SEND issues will be taken into consideration.

If a child repeatedly receives yellow cards, then a red card may be issued.

Any further incidents will result in the Headteacher reviewing whether an exclusion or further suspension is warranted.

The red card process may be suspended in some circumstances, for example a child has a specific behavioural difficulty or a child is in a crisis situation and behaviour is out of character. In these circumstances it is likely that a behavioural support plan will be initiated with input from parents and staff. Where rewards or sanctions are applied differently because of individual circumstances then, where appropriate, these adaptations may be explained to other pupils.

The school keeps a record of all red cards issued and uses this to assist in monitoring behaviour throughout the school.

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

The governing body monitors the rate of suspensions and exclusions and ensures that the school policy is administered fairly and consistently.

This policy should be read in conjunction with the school's Anti-Bullying policy.

## **SECTION FOUR – IMMEDIATE SUSPENSIONS**

Some behaviour will result in immediate suspension/expulsion. Examples of such behaviour can be:

- Foul and abusive language towards staff members.
- Any form of extreme physical violence.
- Extreme cases of bullying.
- Damage to school/other pupil's property.
- Theft.
- Extreme disobedience towards staff.
- Behaviour causing extreme distress to others.

## **SECTION FIVE – FIXED TERM AND PERMANENT EXCLUSIONS**

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

If the Headteacher excludes a pupil, s/he informs the parents 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.

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

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

The governing body will form an appeals panel made up of three members to consider any exclusion appeals.

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 consider whether the pupil should be reinstated.

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

## **SECTION SIX – INCIDENTS INVOLVING VIOLENCE OR CRIMINAL BEHAVIOUR**

If such incidents occur, the Headteacher will contact the police immediately and act in accordance with their advice. Should the police wish to speak to any pupil, this must not take place on school premises, except in exceptional circumstances and certainly not without an appropriate adult being present.

In these extremely rare occurrences, every effort must be made to notify parents/guardians to ensure that they can attend such an interview, but where waiting for an appropriate

adult would cause unreasonable delay and unless the interviewee is suspected of an offence against the school or the staff, the Headteacher or his nominee can act as an appropriate adult for the purposes of the interview. The appropriate adult must advise the juvenile and observe whether or not the interview is being conducted in an appropriate manner.

A juvenile must not be arrested at the place of education unless this is unavoidable, in which case the Headteacher or his nominee must be informed.

## **SECTION SEVEN – INCIDENTS WHICH OCCUR OUTSIDE THE SCHOOL GROUNDS**

Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable”.

This may include misbehaviour when the pupil is:

- taking part in any school organised or school related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
- could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Each case will be considered individually.

## **SECTION EIGHT – BULLYING**

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. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. This policy should be read in conjunction with our anti-bullying policy which provides further information about bullying and how this is addressed by the school.

## **SECTION NINE – POSITIVE HANDLING / POWER TO USE REASONABLE FORCE**

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Staff in our school do not hit, push or slap children. Corporal punishment is not allowed. Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. The actions that we take are in line with government guidelines on the restraint of children. All



incidents of restraint are recorded and parents informed. The school has specific forms on which this is recorded. The staff code of conduct policy outlines the school's expectations of staff.

## **SECTION TEN – CONFISCATION OF INAPPROPRIATE ITEMS**

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. 'The general power to discipline' enables members of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long 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. We follow the DFE guidance on this matter as outlined in 'Behaviour and Discipline for Schools' (February 2014). In some circumstances the confiscated item may be returned to the child and in others it may be returned to the child's parents. Each case will be considered individually.
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;

If weapons and knives and extreme or child pornography are found, they must always be handed over to the police, otherwise it is for the Headteacher to decide if and when to return a confiscated item.

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Due consideration should also be given to the safety of the member of staff and staff should not undertake any activity which will aggravate a situation or create further risk.



## **SECTION ELEVEN – THE ROLE OF STAFF AND GOVERNORS IN MAINTAINING POSITIVE BEHAVIOUR**

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

### **11.1 Role of the Class teacher and Support Staff**

The class teacher discusses the school values with each class; these are displayed on the classroom wall. In addition to the school values, each class may also have its own classroom code. In this way, every child in the school knows the standard 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.

The class teachers and support staff 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.

All staff treat each child fairly and enforces the school values consistently. All staff treat all children in their class with respect and understanding.

Teachers and teaching assistants in our school implement and enforce our red card system. They help to support children with particular issues with behaviour.

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 LEA behaviour support service, although these are in the main directed and led by our **SENCO**.

The class teacher provides information about a child's behaviour on their written school report. Teachers may also request to speak to parents at parent consultation evening or via telephone if behaviour concerns arise.

All staff will be supported in school to ensure that the inappropriate behaviour of a single child is not detrimental to the class as a whole.

Midday Supervisors also have a key role in supporting the behaviour of pupils. They will notify staff if a child's behaviour has been inappropriate and also where it has been particularly positive. If a physical incident occurs at playtime then the Midday Supervisor will send the child involved to a senior member of staff immediately.

### **11.2 The Role of the Headteacher**

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.

The Headteacher supports the staff by implementing the policy, by setting the standards

of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher keeps records of all red card incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. In these circumstances the School Governors are notified and support sought from Behaviour Support Services.

### **11.3 The Role of Parents / Carers**

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

We explain the school rules in the parents' handbook, 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. If the concern remains, they should contact the Headteacher and then the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented. Further information is contained within our school complaints policy.

### **11. 4 The Role of Governors**

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 carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, 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.

## **SECTION TWELVE – CHILDREN IN CARE**

As for all our pupils, Godinton Primary School is committed to helping every Child in Care achieve the highest standards they can. To this end staff will ensure that Children in Care are supported with all issues relating to behaviour and discipline.

### **SECTION THIRTEEN – REVIEW**

The Governing Body reviews this policy every two years. 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. The policy is shared with parents on the school website.

### **SECTION FOURTEEN – EQUALITY STATEMENT (Refer also to specific policies for equal opportunities and racial equality)**

At Godinton Primary School, we are committed to ensuring equality of opportunity for all members of our school community irrespective of race, gender, disability, belief, sexual orientation, age or socio-economic background. We are determined to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life.

We tackle discrimination through the positive promotion of equality by challenging stereotypes and by creating an environment that champions respect for all. At Godinton Primary School, we believe that diversity is a strength that should be respected and celebrated by all those who learn, teach and visit us.

All school policies have an explicit aim of promoting equality and will be reviewed in terms of their contribution and effectiveness in achieving this aim.