

## Askwith School Pupil Behaviour and Discipline Policy

Date	Review Date	Coordinator	Nominated Governor
March 2018	March 2019	Mrs Lisa Longford	Mrs Helen Barker

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Children Act 1989
- Education Act 1996
- Crime and Disorder Act 1998
- School Standards and Framework Act 1998
- Education Act 2002
- Anti-social Behaviour Act 2003
- Education Act 2005
- Education and Inspections Act 2006
- Education (Parenting Contracts and Parenting Orders) (England) Regulations 2007
- Education (Penalty Notices) (England) Regulations 2007
- Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Education Act 2011
- Education (Penalty Notices) (England) (Amendment) Regulations 2012
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- Education (Penalty Notices) (England) (Amendment) Regulations 2013
- Education (Independent School Standards) (England) (Amendment) Regulations 2014

The following documentation is also related to this policy:

- Behaviour and discipline in schools - Advice for headteachers and school staff (DfE 2014)
- Equality Act 2010: Advice for Schools (DfE)
- School attendance parental responsibility measures: Statutory guidance for local authorities, school leaders, school staff, governing bodies and the police (DfE)

We have a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is annually reviewed, made available to all stakeholders and is consistent throughout the school.

We believe that we promote good behaviour by creating a happy caring school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour.

We realise pupils behaviour improves and they feel safer and happier in school if school personnel consistently apply this policy and maintain regular classroom routines.

We encourage pupils to achieve in a learning environment where self-discipline is promoted and good behaviour is the norm. Any form of low-level misbehaviour during lessons is not accepted as we believe pupils will achieve their full potential in a happy, stimulating and ordered school environment.

We strongly endorse the banning of all forms of corporal punishment which has been defined as 'the use of physical force causing pain, but not wounds, as a means of discipline'.

We are aware that we have the right to use reasonable force to control or restrain pupils in order to prevent personal injury, damage to property or the prevention of a criminal offence being committed but not as a means of disciplining pupils. Staff have been trained in Restrictive Physical Intervention (23.06.16).

We have in place a calm room (the resource room) specifically designed to provide an alternative environment for any pupil who is upset, distressed or acting in an unsafe manner. It is a place where school personnel can take individual children to talk about their concerns or worries or just to calm them down if something has upset or angered them.

We have a duty to ensure that all parents are aware of our 'legal powers to use parenting contracts, parenting orders or penalty notices to address poor attendance and behaviour in school.' Parents have a duty to ensure their children are well behaved and attend school regularly as 'good behaviour and attendance are essential to children's educational prospects'.

We are aware that 'parenting contracts, orders and penalty notices for irregular attendance apply only to pupils of compulsory school age who are registered at a school' but they can also be applied for misbehaviour by pupils outside compulsory school age such as sixth form pupils or pupils at a maintained nursery. While 'penalty notices for parents of pupils found in a public place during school hours after being excluded also apply only to children of compulsory school age who are registered at a school.'

We have a duty to safeguard children, young people and families from violent extremism. We are aware that there are extremists groups within our country who wish to radicalise vulnerable children and to involve them in terrorism or in activity in support of terrorism. Periodic risk assessments are undertaken to assess the risk of pupils being drawn into terrorism. School personnel must be aware of the increased risk of online radicalisation, and alert to changes in pupil's behaviour. Any concerns will be reported to the Designated Safeguarding Lead (Lisa Longford).

We are aware that under the 'Counter-Terrorism and Security Act 2015' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and we believe it is essential that school personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified. All staff have received training and read the 'At a Glance' material (Feb 2018).

We provide a safe environment where we promote pupils' welfare. Within this environment we work hard to build pupils' resilience to radicalisation and extremism by promoting fundamental British values and for everyone to understand the risks associated with terrorism. We want pupils to develop their knowledge and skills in order to challenge extremist views.

The following items are prohibited in Askwith School: knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any item that could be used to commit an offence or personal injury or damage to property. Any pupil found in possession of them will face disciplinary sanctions.

We as a school community have a commitment to promote equality. We believe this policy is in line with the Equality Act 2010.

Pupil voice is sought in all aspects of school life through a variety of discussion groups. Our family ethos prides itself on listening to children and all children are placed in family groups from reception to year 6. The groups are an important school structure that promotes pupil voice and nurtures the social and emotional development of all children. This is particularly used to ensure children are confident to speak out against bullying and support sensitive children.

We wish to work closely with the family groups to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

## **Aims**

- To protect pupils from bullying as part of our responsibility to provide a safe, secure, caring and friendly school environment for all children.
- To look out for all signs of bullying and to take the appropriate action to stop it.
- To develop a school environment that is both safe and secure for all pupils.
- To have in place established systems that will deal with incidents of bullying.
- To develop confident children who will notify staff of any incident of bullying.

- To inform everyone connected with the school of the school's anti-bullying policy.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy

## Responsibility for the Policy and Procedure

### Role of the Governing Body

The Governing Body has:

- the duty to set the framework of the school's policy and responsibility to ensure that the school complies with this policy;
- delegated powers and responsibilities to the Headteacher to ensure that school personnel and pupils are aware of this policy;
- delegated powers and responsibilities to the Headteacher to ensure all visitors to the school are aware of and comply with this policy;
- appointed a coordinator for behaviour and discipline to work with the Headteacher;
- the duty to support the Headteacher and school personnel in maintaining high standards of behaviour;
- responsibility for ensuring that the school complies with all equalities legislation;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring policies are made available to parents;
- responsibility for the effective implementation, monitoring and evaluation of this policy
- nominated a link governor to:
  - visit the school regularly;
  - work closely with the Headteacher and the coordinator;
  - ensure this policy and other linked policies are up to date;
  - ensure that everyone connected with the school is aware of this policy;
  - attend training related to this policy;
  - report to the Governing Body every term;
  - annually report to the Governing Body on the success and development of this policy.

### Role of the Headteacher

The Headteacher will:

- determine the detail of the standard of behaviour that is acceptable to the school;
- ensure all school personnel, pupils and parents are aware of and comply with this policy;

- create an ethos that makes everyone in the school community feel valued and respected;
- promote good behaviour by forging sound working relationships with everyone involved within the school;
- promote self-discipline and proper regard for authority among pupils;
- prevent all forms of bullying among pupils by encouraging good behaviour and respect for others;
- ensure all stakeholders are absolutely clear about the expected standards of pupils behaviour,
- work hard with everyone in the school community to create an ethos that makes everyone feel valued and respected;
- promote good behaviour by forging sound working relationships with everyone involved with the school;
- ensure school personnel apply this policy consistently;
- encourage good behaviour and respect for others, in order to prevent all forms of bullying among pupils;
- ensure school take individual children to the calming room to talk about their concerns or worries or just to calm them down if something has upset or angered them;
- model behaviour that he/she wants to see from school personnel;
- ensure the health, safety and welfare of all children in the school;
- will encourage good behaviour and respect for others;
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy;
- with all members of the Senior Leadership Team will:
  - maintain a regular visible presence throughout the school day and especially when pupils arrive and leave, at break times and lunchtimes
  - ensure pupils move around the school in an orderly manner
  - praise good behaviour
  - celebrate successes
  - the good performance of school personnel
  - take action if school personnel do not follow this policy
  - consistently inform parents of this policy
  - ensure school personnel praise good behaviour and work
  - ensure school personnel understand the additional needs of all pupils in their care
  - monitor the number of sanctions and rewards given by individual school personnel
  - have in place clear strategies for pupils who are likely to misbehave
  - ensure school personnel are aware of these strategies and apply them
  - have in place support mechanisms for pupils with behaviour difficulties
  - ensure school personnel build and maintain positive relationships with the parents of pupils with behavioural difficulties
- ensure the health, safety and welfare of all children in the school;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;

- monitor the effectiveness of this policy by analysing :
  - pupil attitudes to school and learning
  - the views of pupils, parents, school personnel and governors
  - the number of fixed-period and permanent exclusions
  - incident logs, rewards and sanctions
  - the number of reported cases of bullying
  - strategies to improve behaviour and discipline
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- make effective use of relevant research and information to improve this policy;
- annually report to the Governing Body on the success and development of this policy.

### **Role of the Coordinator**

The coordinator will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher and the nominated governor;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- monitor school support systems;
- undertake classroom monitoring;
- organise a 'Buddy System' whenever appropriate;
- analyse the concerns from the 'Worry Boxes';
- create links with individual parents;
- deal with external agencies;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy

### **Role of the Nominated Governor**

The Nominated Governor will:

- work closely with the Headteacher and the coordinator;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- annually report to the Governing Body on the success and development of this policy

### **Role of School Personnel**

School personnel are expected to:

- comply with all aspects of this policy
- maintain consistency in applying this policy throughout the school;
- welcome pupils into the classroom;
- have in place clear classroom routines;
- maintain consistency in applying these routines;
- encourage good behaviour and respect for others in pupils and to apply all sanctions fairly and consistently;
- promote self-discipline amongst pupils;
- deal appropriately with any unacceptable behaviour;
- stay calm when dealing with unacceptable behaviour;
- apply all sanctions fairly and consistently;
- discuss pupil behaviour and discipline regularly at staff meetings;
- provide well planned, interesting and challenging lessons which will contribute to maintaining good discipline;
- attend appropriate training on behaviour management;
- ensure the health and safety of the pupils in their care;
- identify problems that may arise and to offer solutions to the problem
- apply any behavioural plans of individual pupils;
- ensure support staff are aware of these plans;
- be aware of and understand the additional needs of pupils in their care;
- take individual children (when a situation arises) to the calming room to talk about their concerns or worries or just to calm them down if something has upset or angered them;
- discuss pupil behaviour and discipline regularly at staff meetings;
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- work in partnership parents and carers keeping them up to date with their child's progress and behaviour at school;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

## **Role of Pupils**

Pupils are expected to:

- be polite and well behaved at all times;
- show consideration and respect to others;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- treat others, their work and equipment with respect
- make suggestions through worry boxes and family groups;
- obey all health and safety regulations in all areas of the school;
- do not make unacceptable remarks against fellow pupils or school personnel;

## **Role of Parents/Carers**

Parents/carers are encouraged to:

- comply with this policy;
- have good relations with the school;
- support good behaviour;
- sign the school's 'Home-School Agreement';
- ensure their children understand and value the meaning of good behaviour;
- support school rules and sanctions

## **Sanctions**

Our children work in a calm and thoughtful manner. There is a strong family atmosphere in the school and pupils set their own high standards of responsibility and behaviour.

On rare occasions of serious misbehaviour, sanctions will be used that involve children losing privileges and being excluded from playtimes. If there is continued misbehaviour, parents will be invited to discuss the situation with the headteacher and coordinator.

## **Exclusion**

The Governing Body has decided that if we experience extreme anti-social or violent behaviour that exclusion will be used as a sanction either as a:

- fixed term or
- permanent exclusion

## **Celebration of Good Behaviour**

Good learning behaviour is celebrated at the weekly "Good Learning" assembly. But regular praise and encouragement is part of the school ethos. There is a high expectation that all pupils will set high standards of behaviour. On occasions some children will need more regular praise to help their development of self-discipline. Pupils' excellent behaviour is celebrated, where appropriate, in assemblies.

## **Outside Agencies**

We have invaluable support for pupils who demonstrate persistent poor behaviour from the:

- educational psychologist;
- educational welfare officer;
- school health nurse and from
- Social Services
- EMS Grove Road

## **Incidents**

- All incidents of bad behaviour are recorded in an incident log.



- The co-ordinator thoroughly investigates all incidents and reports to the Headteacher.