



St Gabriel's Behaviour & Discipline Policy

(January 2018)

Written Statement of Behaviour Principles

Good behaviour is central to all we do in this school. Children flourish best within an orderly, supportive environment where they feel secure and where their individual needs are respected. High standards of behaviour will be expected and promoted at all times in lessons and throughout every aspect of the school's life. All members of staff will set high standards and children will be given clear guidance on what is expected of them, in accordance with the school's Christian ethos and values. The school's expectations and values will be shared with children in each class and with parents as appropriate. We will work in partnership with parents to ensure that the school's values become central to the lives of our children.

This school recognises its legal duty under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs, to provide a safe and ordered environment in which all children can flourish.

Introduction

We intend to provide an extremely high standard of education in a secure and caring Christian environment.

In order to achieve this we aim:

1. To create an ethos of good behaviour in school in order to promote effective learning. This will ensure that children are happy, secure and safe.
2. To build a school community which upholds and demonstrates Christian values of love, caring, kindness and forgiveness.
3. To promote good relationships and to ensure that all are treated fairly and shown respect.
4. To foster a sense of community and self-discipline within the school where children and adults treat each other with respect and courtesy; and to encourage children to carry these skills and values with them beyond the school family.
5. To help children lead disciplined lives and to understand that good citizenship is based upon good behaviour, reflecting the principles of British Values upheld by the school (democracy, rule of law, liberty, mutual respect and tolerance of those of different faiths and beliefs – please see 'Promoting British Values').
6. To provide a broad and balanced curriculum which is related to the needs of individual children.
7. To provide a lively, safe and stimulating learning environment enabling all children to grow in independence and confidence; and manage their own behaviour.
8. To establish positive links between home and school.
9. To ensure educational continuity through liaison with our pre-schools and secondary schools.
10. To encourage our children to take risks, aim high and challenge themselves to see the word 'fail' as their 'first attempt in learning'.

We trust our children and they know that with this comes responsibility for themselves and each other.

Objectives

- To ensure that all children are safe and happy
- To give children the opportunity to develop morally, socially and emotionally
- To encourage children to respect the school's rules regardless of whether an adult is present
- To encourage children to become polite and well-mannered to adults and to each other
- To develop self-esteem and provide opportunities for all children to experience success

- To provide help and support for those children with social, emotional or behavioural problems who find it difficult to respond to the school rules in a positive way
- To share the school's aims with parents and carers and seek their support in meeting these aims.

As a school, we have avoided setting a list of '**School Rules**', we aim to nurture and teach appropriate behaviour through example and expectation. As a church school, our ethos is based upon Christian teachings of love and respect including 'love your neighbour as yourself' - upon which hang most behaviour rules. At the beginning of every year, each class refers to our 'Pocket Book Guide' to school. This is written for children and explains all aspects of school life. The principles set out in this guide reflect the values, aspirations and achievements we actively promote for all children. It also includes a list of qualities we both expect and foster – that each child should be: kind, respectful, polite, reliable, honest, truthful, obedient, thoughtful, independent, confident, friendly and happy. The staff's desire to promote these values, along with the children's desire to uphold them, are clearly seen across school. Children are taught that school rules are issued in order to promote their safety, the efficient running of school and these values.

1. Roles and Responsibilities

The governing board

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles. They will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness

The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body. The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, ensuring that rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

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

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

Parents

Parents are expected to:

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

2. Promoting Positive Behaviour

Children cannot do well unless good standards of behaviour are introduced and maintained. Opportunities for promoting positive behaviour strategies include:

- Whole school and class worship - where Gospel values and themes are discussed and applied to our everyday lives and to our relationships with one another.
- PSHCE opportunities throughout the curriculum, including themes on citizenship, friendship, anti-social behaviour, bullying, British Values etc.
- Circle Time, where children learn social skills and ways of communicating their thoughts and feelings in a positive, safe and nurturing environment.

- Year 6/Junior mentors – who support and help younger children across school eg promoting fair and fun play on the school yard, helping infant children with lunch time routines, operating as ambassadors of exemplary behaviour within the school family.
- Outside speakers such as the school nurse, the PCSO, the Life Education Van team, the Vicar and PAIS team.

3. Staff Development and Support

All staff will be supported in their development and implementation of effective behaviour strategies in order to have a consistent and effect approach across school. A 'firm but fair' establishment of boundaries and use of rewards and sanctions will be introduced from the earliest days in Reception in order that children quickly recognise the high standards of behaviour which are expected and required.

4. Lunchtimes

Lunchtimes are a time for playing and socialising. They also present opportunities for children to fall out and argue. The following are some ways we seek to make lunchtimes a fun and safe part of the day.

- Regular contact with Welfare staff, discussing any issues.
- Involving the Welfare staff in children's games and activities-encouraging them to play with the children.
- Use of Infants' 'Toy Box' – play equipment used on a rota basis.
- The yard is divided into zones to enable activities to take place in designated areas including football and cricket for the Juniors.

Sanctions on the Yard at Lunchtime

- A child who misbehaves is given a warning.
- The child is given a final warning if the behaviour persists.
- If the child continues to misbehave they will be stood out for 5 minutes.

Times When the Class Teacher Needs to be Informed

- If the child continues to misbehave after being stood out.
- If a child is rude or abusive to a member of staff.

Misbehaviour which is in breach of safety should be reported to a senior member of staff.

5. Supervision

Effective supervision of children will ensure reasonable and orderly behaviour. Teachers are on duty from 8.45am before school and during break times. Supervision of children in the hall at lunchtime is undertaken by Welfare Assistants.

Children are encouraged to walk in and around school quietly and sensibly. It is important that children who are not walking or who are making excessive noise are challenged by members of staff. All adults have a part to play in ensuring an orderly and safe environment and that school's standards of behaviour are kept. All work and equipment should be organised prior to each session encouraging a prompt start to lessons and appropriate use of support staff.

If a teacher has to leave the class in an emergency, they should inform the teaching assistant or the teacher next door to cover for that brief period.

6. Discipline in School – Teacher’s Powers (taken from DfE ‘Behaviour & Discipline in Schools’ January 2016)

Key Points

- *Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).*
- *The power also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for pupils, such as teaching assistants.*
- *Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.*
- *Teachers can also discipline pupils in certain circumstances when a pupil’s misbehaviour occurs outside of school.*
- *Teachers have a power to impose detention outside school hours.*
- *Teachers can confiscate pupils’ property.*

7. Classroom Management, Rewards and Sanctions, Pupil Support

Teaching staff (including teaching assistants) are responsible for the safety and wellbeing of children in their direct care and will follow school’s policy and guidelines on managing and promoting good behaviour. This will include the use of rewards and sanctions.

Children who display poor behaviour will be nurtured and supported in their understanding and respect for the types of behaviour which are expected in any given situation across school. This will most likely involve essential input from parents in supporting school’s behaviour modification strategies and in replicating and extending these strategies for use at home.

Rewards

- Praise - this should be used liberally to acknowledge positive behaviours and draw other children's attention to what is expected of them.
- Individual stamper / stickers for good work.
- House points
- Certificates
- Head Teacher’s Awards – any child who has been exceptional in either behaviour or work can be sent to see the head. Here they will receive a sticker, a certificate and a treat and a note to take home.
- Celebration assembly.

Sanctions

There is a hierarchy of sanctions which all staff should follow.

1. Children are given a ‘verbal warning’.
2. Verbal reprimand.
3. Loss or partial loss of playtime.
4. It may be that on very rare occasions, a whole class may lose some of their playtime due to unacceptable behaviour as a whole.
5. Sending to the Deputy Head.
6. Sending to the Head Teacher.

(See Appendix A for further information on behaviour and sanctions)

8. Contact with parents

Teaching staff routinely report on a child's behaviour at Parents' Evenings and the annual written report at the end of the year. However, where a child's behaviour is causing concern class teachers will try to contact parents informally at an early stage to seek their support in resolving the issue.

Where inappropriate behaviour persists, staff will contact parents to discuss other strategies. These may include:

- Setting up behaviour modification support programmes
- Withdrawal from extra-curricular activities
- Involvement of outside agencies such as the Behaviour Support Service

Serious incidents of inappropriate behaviour will be dealt with by the Head teacher.

A record may be maintained giving details of when parents have been contacted by school or have made contact with school.

9. Pupil support

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

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

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

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

Pupil transition

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

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

10. Working with Other Local Agencies

In cases of persistent disruptive behaviour, after consultation with the class teacher and parents, the Headteacher may call upon the expert advice of outside agencies to assess the specific needs of an individual pupil. This may include monitoring observations by support agency staff and the development of behaviour plans. More serious situations may require a referral to a behaviour unit. Referral to safeguarding agencies would be made in accordance with school's Safeguarding and Child Protection Policy.

Managing transitions between school and referral units, or school and high school will ensure the least possible disruption for the child's learning. This will involve information sharing between all concerned in order that every opportunity is taken to promote a positive and 'new' start, whilst recognising the child's specific behavioural issues and the concerns of both staff and parents.

11. Bullying

The school takes bullying very seriously. However, the term "bullying" needs to be clarified. It is our experience that, after investigation, many children who speak about being bullied have in fact fallen out with another child. This may have resulted in inappropriate behaviour, but is not bullying.

The Anti-Bullying Alliance defines bullying as: *“The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power”* (2015). It can happen face-to-face or through cyberspace (on-line, via social media or texting).

This may take two forms. The most obvious situation is where one or more children, on repeated occasions, deliberately act in such a way as to distress another child. In such cases, the bullies are more readily identifiable. There may be cases, however, where a child is subjected to inappropriate behaviour on repeated occasions, but the perpetrators change from incident to incident. In these cases, it is not always appropriate to label individual children as a bully.

We make reference to the acronym below to help children understand that bullying is hurtful behaviour that happens:

Several
Times
On
Purpose

The school has a number of strategies for dealing with this situation at a group, class or whole school level. All children are encouraged to speak out and talk to an adult if they have any concerns, in the knowledge that all staff will listen and act swiftly in order to deal with such issues.

Please refer to schools' Anti-Bullying Policy.

12. Racial Harassment

The school has a duty under the Race Relations Act 1976 to promote race equality. This means that there is a duty to:

- Eliminate unlawful racial discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups

As a school it is particularly important that we help children to understand other cultures and the wider world. In line with the Government's 2011 Prevent Strategy, schools are specifically required to actively promote fundamental British Values – which include mutual respect and tolerance of those of different faiths and beliefs.

Racial abuse of any kind is not tolerated in school and all incidents are dealt with immediately. There may be some children who do not understand the significance or seriousness of their actions. Because of this, first time offenders are dealt with under normal school sanctions. However, they are made aware of the seriousness of their actions and told what the result of a subsequent incident will be.

Where a child is proved to have been involved in a further racist incident, parents are contacted immediately and appropriate sanctions are imposed.

The incident is recorded using LEA guidelines and a copy of the report is sent to the LA and any incidents are reported at governing body meetings.

13. Exclusion

The Head teacher has the duty to maintain discipline and good conduct to secure an orderly learning environment. In furtherance of this, the Head teacher has the right to exclude children from school at her own discretion, either temporarily or permanently.

Exclusion is conducted in line with the latest statutory guidance from the Department for Education:

[Exclusion from maintained schools, academies and pupil referral units \(PRUs\) in England](#) (July 2017).

The Headteacher of a school can exclude a pupil on disciplinary grounds.

The behaviour of pupils outside school may be relevant and can be considered as grounds for an exclusion decision.

A fixed period exclusion can also involve a part of the school day; for example, if pupils' behaviour at lunchtime is disruptive, they may be excluded from the school premises for the duration of the lunchtime period.

When establishing the facts in relation to an exclusion the Headteacher must apply the civil standard of proof and not the criminal standard of "beyond reasonable doubt". This means that if something is more likely than not to have occurred ("on the balance of probabilities") then the standard is met.

Headteachers should be confident in using exclusion where they deem it to be a lawful, reasonable and fair sanction. The use of exclusion should reflect the importance of good behaviour for the education and welfare of all pupils. In considering whether to exclude a pupil, HeadTeacher should weigh up the seriousness, or persistence, of the pupil's behaviour, together with the impact of not excluding the pupil on the school as a whole and the integrity of its behaviour policy. Whilst every effort should be made to identify pupils at risk of exclusion, and to put in place strategies to address problematic behaviour, adopting a blanket approach of never excluding pupils may undermine the school's ability to maintain discipline.

Before the decision to exclude is made, the Head teacher will naturally consider all relevant facts and firm evidence and allow the accused child to give his or her account of the incident. When a child has displayed persistently poor behaviour prior to exclusion, parents would already be aware of their child's behaviour difficulties and will have been in contact with the school on previous occasions.

Permanent Exclusion

Permanent exclusion would be used for the most serious of incidents or pattern of behaviour.

The DfE document, *Exclusion from Maintained Schools* states:

It is for the Headteacher to decide whether a child's behaviour warrants permanent exclusion, though this is a serious decision and should be reserved for:

- a serious breach, or persistent breaches, of the school's behaviour policy; or*
- where a pupil's behaviour means allowing the pupil to remain in school would be detrimental to the education or welfare of the pupil or others in the school.*

Informing Parents of Exclusion

Whenever Headteachers exclude a pupil they must, without delay, notify parents of the period of the exclusion and the reasons for it.

They must also, without delay, provide parents with the following information in writing:

- the reasons for the exclusion;*
- the period of a fixed period exclusion or, for a permanent exclusion, the fact that it is permanent;*
- the parents' right to make representations about the exclusion to the governing body (in line with the requirements set out in Section 4.1) and how the pupil may be involved in this;*
- how any representations should be made; and*
- where there is a legal requirement for the governing body to consider the exclusion, that parents have a right to attend a meeting, be represented at this meeting (at their own expense) and to bring a friend.*

14. Searching, Screening and Confiscation

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

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

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#) (January 2018).

Prohibited items:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

15. Policy for the Restraint of Pupils / Use of Reasonable Force

This section refers and quotes directly from the document: Use of Reasonable Force Guidance – 2013: <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

The use of physical force by teachers and others authorised by the Headteacher to control or restrain pupils is sanctioned by section 93 of the Education and Inspections Act 2006 and was further clarified in the document above.

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

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

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

Before intervening physically a teacher/teaching assistant should tell the pupil who is misbehaving to stop and explain the consequence of what will happen if he/she does not stop. The teacher/teaching assistant should continue attempting to communicate with the pupil throughout the incident, and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary. A calm and measured approach to the situation is needed and a teacher/teaching assistant should never give the impression that they have lost their temper, or are acting out of anger or frustration to punish the pupil. It is advisable for a teacher/teaching assistant to summon help from another adult. The pupil should be informed that help has been sought.

Physical intervention can take several forms. It might involve:

- Physical interposing between pupils
- Blocking a pupil's path
- Holding

- Leading a pupil by the hand or arm
- Shepherding a pupil away by placing a hand in the centre of the back

Advice on other physical contact with pupils

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. Examples of where touching a pupil might be proper or necessary:

- *Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;*
- *When comforting a distressed pupil;*
- *When a pupil is being congratulated or praised;*
- *To demonstrate how to use a musical instrument;*
- *To demonstrate exercises or techniques during PE lessons or sports coaching; and*
- *To give first aid.*

16. Pupil's Conduct Outside the School Gates – Teachers' Powers (taken from DfE 'Behaviour & Discipline in Schools' January 2016)

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

What the law allows:

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

Maintained schools and Academies' behaviour policies should set out what the school will do in response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.

Subject to the behaviour policy, teachers may discipline pupils for:

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.

With regard to exclusion:

The behaviour of pupils outside school may be relevant and can be considered as grounds for an exclusion decision.

Please refer to section 13 above.

17. First Aid

Children who require First Aid are, in the first instance, attended to by Mrs Hollings, one of school's qualified Paediatric First Aiders.

18. Child Protection

Where adults in school have concerns about the well-being of a child, they should discuss the matter immediately with Mr Cross, who is the school's Designated Child Protection lead. Please refer to the Safeguarding and Child Protection Policy.

19. Malicious Allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher and Chair of Governors will take swift disciplinary action eg exclusion of the child.

The Governors and Headteacher will have due regard for the pastoral care and wellbeing of any member of staff accused of misconduct. All incidents or allegations will be looked into swiftly, fairly and sensitively (for all parties involved) with reference to school's Safeguarding and Disciplinary policies.

20. Links with other policies

This behaviour policy is linked to the following policies:

- Anti-bullying Policy
- Safeguarding and Child Protection Policy

Appendix A

Taken from 'Behaviour and Discipline in Schools – Advice for Headteachers and School Staff' – January 2016:

Behaviour and Sanctions

19. A clear school behaviour policy, consistently and fairly applied, underpins effective education. School staff, pupils and parents should all be clear of the high standards of behaviour expected of all pupils at all times. The behaviour policy should be supported and backed-up by senior staff and the head teacher.

20. Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils.

21. Schools should have in place a range of options and rewards to reinforce and praise good behaviour, and clear sanctions for those who do not comply with the school's behaviour policy. These will be proportionate and fair responses that may vary according to the age of the pupils, and any other special circumstances that affect the pupil.

22. When poor behaviour is identified, sanctions should be implemented consistently and fairly in line with the behaviour policy. Good schools will have a range of disciplinary measures clearly communicated to school staff, pupils and parents. These can include:

- A verbal reprimand.
- Extra work or repeating unsatisfactory work until it meets the required standard.
- The setting of written tasks as punishments, such as writing lines or an essay.
- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day (sometimes referred to as 'mufti' days).
- Missing break time.
- Detention including during lunch-time, after school and at weekends.
- School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.
- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed "on report" for behaviour monitoring.
- In more extreme cases schools may use temporary or permanent exclusion.

Appendix B

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

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

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

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

Policy Revised: January 2018

To be reviewed: Spring 2020