

# BEHAVIOUR AND DISCIPLINE POLICY



## 1. Introduction

1.1. We believe that a well-ordered and disciplined school, where rules are simple, clear, fair and consistent, is the key to a successful learning environment.

In our school, we teach moral values and encourage a positive attitude both socially and academically. We expect every member of the school community to behave in a considerate way towards others.

1.2 Discipline encompasses a system of guidelines for good behaviour:

Good behaviour is conduct which assists the school to fulfil its function of developing the full potential of all pupils.

Poor behaviour is conduct which prevents this; either when a pupil prevents his or her own development by behaving badly, or when unacceptable conduct disrupts the development process for other members of the school community.

1.3. This policy outlines the purpose, nature and management of Behaviour and Discipline at Uffington School and reflects the Christian ethos of our school.

1.4. This policy reflects the consensus of opinion of the whole staff and has the full agreement of the Governing Body.

1.5. The implementation of this policy is the responsibility of all members of staff.

## 2. Aims and Objectives

- To cultivate in pupils an acceptance and recognition of responsibility for their own decisions and actions.
- To create self-discipline in pupils.
- To encourage in pupils a proper respect of, and regard for, authority and for those in authority over them.
- To create the conditions for an orderly community in which effective learning can take place, in which there is mutual respect between all members and proper concern for the environment.

- To encourage good behaviour using positive reinforcement.
- To regulate and monitor the conduct of pupils.
- To develop the Christian ethos of behaviour.

2.8. We aim to reinforce positive behaviour by:

- Setting a good example;
- Providing a relaxed, pleasant atmosphere in which children are able to give of their best and are encouraged and stimulated to fulfil their potential;
- Searching out opportunities for praise, encouragement and incentives for good behaviour;
- Making pupils aware that they are always under some supervision and that checks are made;
- Staff taking responsibility for the behaviour of pupils;
- Working closely with parents and carers to promote and reinforce positive behaviour.

### **3. Implementation**

It is the responsibility of all members of staff to treat all children fairly and apply this policy in a consistent way.

The class teacher discusses the school rules with his or her class; individual classroom codes of conduct may be agreed by class members and displayed in the classroom.

Class teachers may discuss specific incidents with individuals, groups or the class as a whole. Discussions are always based upon fairness within an atmosphere based upon mutual trust, respect and support.

We expect parents and carers to support their child's learning, and to co-operate with the school, as set out in the Home-School Agreement.

The Headteacher keeps records of all reported serious incidents of misbehaviour.

Where there are concerns about an individual's behaviour, help is sought from specialist support services.

## Rewards

Emphasis is always on the positive approach of encouragement and praise. This is achieved through:

- Verbal encouragement and written comments on work;
- Visits to other members of staff for commendation;
- Awarding housepoints and stickers for good work, good behaviour and helpfulness;
- Awarding Merit and lunchtime badges in the weekly Merit Assembly;
- Special privileges for children in Year 6 in return for good work, good behaviour and helpfulness.
- Gold stars for particular acts of kindness, politeness and helpfulness, leading to the award of a Courtesy Award on earning five Gold Stars.

### 3.7. Sanctions

3.7.1. In each disciplinary action, the pupil is made fully aware that it is the behaviour that is not acceptable and not the pupil as a person.

3.7.2. Criticism will always include advice on how to improve and will be constructive in its approach.

3.7.3. A 'Yellow Card' system is in operation to address low-level disruption and lack of respect for others:

- In the event of inappropriate behaviour, a first warning is given.
- If the child continues to behave inappropriately, a second warning is given.
- If the child has to be spoken to a third time, the child is given 'a yellow card'.
- Staff record all warnings in a log. If a child receives three yellow cards in a week, parents / carers are contacted to discuss their child's conduct.
- In the event of a severe breach of the behaviour policy, e.g. fighting, staff reserve the right to give a yellow card without prior warnings.

3.7.4. Other sanctions include:

- A minor penalty, where possible, relevant to the offence.

- 'Time out' from an activity to provide an opportunity for reflection and to calm down;
- Loss of playtimes, under supervision;
- Referral to the headteacher;
- Consultation with parents;
- Exclusion – fixed term or permanent in accordance with LA guidance.

#### **4. Midday Break**

In order to protect the majority of well-behaved pupils from the danger and disruption caused by a minority of ill-behaved pupils, sanctions may be necessary.

In the case of a pupil whose conduct during the midday break is becoming increasingly unacceptable, the headteacher may warn the parents, in writing, of the possibility of debarment from school during the midday break.

#### **5. Corporal Punishment**

Corporal punishment was abolished (Section 47 of the 1986 Act), but members of staff who intervene physically to avert an immediate danger will be protected in the eyes of the law, providing the force used is reasonable and moderate. Further guidance is to be found in the school's Positive Handling Policy.

#### **6. Bullying**

This school's Bullying Policy makes it very clear that the Governing Body does not allow bullying to take place in its school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

#### **7. Violent Behaviour**

Neither abusive nor violent behaviour will be tolerated and either of these will result in serious disciplinary action.

In the event of violent behaviour:

- Pupil v Pupil

Participants will be separated as quickly as possible, using the minimum amount of force necessary. Medical attention, where necessary, will be administered. The parents or carers of both parties will be informed as soon as possible. Sanctions to be imposed, including that of exclusion, will be dependent upon the seriousness of the incident and the background circumstances.

- Pupil v Member of Staff

Verbal abuse or physical assault to any member of staff may result in sanctions, including exclusion, being imposed.

**A graduated approach will be taken in the case of physical assault against a member of staff or pupil and / or wilful damage to school property as follows:**

- A standard letter will be sent home as a formal FIRST WRITTEN WARNING (valid for a period of twelve months).

On a second occasion:

- A standard letter to be sent home as a formal FINAL WRITTEN WARNING making it clear that a third incident within a twelve-month period will result in FIXED TERM EXCLUSION.
- Should the situation escalate further, it would be necessary to consider PERMANENT EXCLUSION.

All incidents are to be discussed with parents / carers and a written record of all conversations made, signed and dated.

- Parent / Carer v Member of Staff or any other Adult

Abuse should initially be met with a calm and professional response, indicating that abuse can have no place in the discussion. Continued abuse will result in a request for the perpetrator to leave the premises. Failure to do so will lead to the Police being informed. Physical assault will be reported to the Police as soon as possible with a request for action. Any medical attention necessary should be sought as soon as possible after the event. The Local Authority will be informed and a written report sent.

## **8. The Lincolnshire Ladder of Behavioural Intervention**

Where there are serious concerns about a child's behaviour, the school will intervene using The Lincolnshire Ladder of Behavioural Intervention. This involves a systematic process of planning to support children in danger of exclusion. The school will work in partnership with the Behavioural Outreach Support Service (BOSS) to ensure that the school does all it can to prevent permanent exclusion. At all stages of this process, including permanent exclusion, the school will act within the legal framework described in the Department for Education publication *'Exclusion from maintained schools, academies and pupil referral units in England – A guide for those with legal responsibilities in relation to exclusion'*.

## **9. The PREVENT Duty**

Staff are trained in identifying indicators that an individual is engaged with an extremist group, cause or ideology. Where there is a concern that behaviour reflects any of these indicators, the headteacher must be informed. As Designated Safeguarding Lead, the headteacher will then assess whether a referral is needed through the usual Early Help and safeguarding process.

## **10. The General Data Protection Regulation**

The General Data Protection Regulation places obligations on all agencies that process, store and share information on any individual. It is important to have full regard for the requirements of the Regulation. Each school has a Data Protection Policy which details the circumstances under which data is managed. Nothing in the legislation prevents a school sharing information with the police or social services where it is believed that a child or young person under the age of 18 is at risk of harm or is in need of Safeguarding Policy reviewed by governors.

## **COVID-19**

In response to the coronavirus pandemic of spring 2020, schools were closed for a period of ten weeks. On re-opening, schools were advised to review the Behaviour and Discipline Policy with regard to specific behaviours associated with willfully breaking rules designed to protect members of the school community.

Anti-social behaviours might include:

- Refusing to follow rules on physical distancing (when a child is able to understand this rule)
- Refusing to wash / sanitise hands
- Deliberately coughing or spitting towards another person
- Breaking rules regarding social interaction between groups

In the first instance, staff will challenge any anti-social behaviour, reminding the child of the rules and why they are in place. In the event of repeat offending, the headteacher will contact parents / carers to discuss next steps which may include making alternative arrangements for learning from home.

## **11. Conclusion**

By pupils, parents, carers and staff working together in a calm and considerate manner, to provide a safe and secure learning environment with mutual regard, respect and responsibility towards each other, we hope to obviate the need for ultimate sanctions.

## **12. Monitoring and Review**

The Headteacher and staff will review this policy biennially unless it is deemed necessary to update policy and practice sooner. Any suggested amendments will be presented to the Governing Body at their first meeting following review.

Policy created and adopted by the Governing Body	July 2013
Policy reviewed by the Curriculum and Standards Committee	November 2015
Policy reviewed by the Curriculum and Standards Committee	February 2017
Policy reviewed and updated by the Curriculum and Standards Committee	March 2017
Policy reviewed and updated by staff and the Curriculum and Standards Committee	February 2019
Policy reviewed and revised	June 2020
Next review	June 2021