

Bilton Church of England Junior School

Policy for: Behaviour, Discipline and Exclusions Policy

Formed by: A. Norton

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| Date reviewed | Page number of changes | Summary of changes made |
|---------------|------------------------|--|
| August 2016 | Page 17 | Only a member of the Senior Management Team has authority to put a child in detention and our school nominated detention day will usually be a Friday between 3.30-4.15pm. Change of timing by an extra 15 minutes |
| | Page 23 | Rewards - BJS Praise Pad Invitation to 'Always Child afternoon tea or French breakfast |
| | Page 12 | Assistant Headteachers (Phase Lead for Yr3/4 and 5/6) instead of Yr Group Leaders. |
| | Page 26 | Assistant Head/Phase Leader instead of head of year |
| March 2018 | Page 2 | Addition of School Values and |

Bilton Church of England Junior School

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| | | mission statement |
| | Page 15 | Rename discipline Log as IRIS |
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Table of review and modifications



Bilton Church of England Junior School

Behaviour and Discipline Policy

Contents:

1. Introduction
2. Aims
3. Principles
4. Implementation
5. The role of the Headteacher
6. The role of the Governors
7. The role of the class teacher
8. The role of non-teaching staff
9. Parental involvement
10. LPS Behaviour policy
11. Work matched to needs / promoting self esteem
12. Strategies
13. Classroom management and procedures
14. Positive Behaviour Management
15. Behaviour modification
16. Dealing with Poor Behaviour
17. Malicious Allegations
18. Pupils' conduct outside the school gate
19. Detention
20. Confiscation
21. Use of Reasonable Force
22. Rewards
23. Sanctions
24. Stages of intervention
25. Process and Record Keeping
26. Review and monitoring



Bilton Church of England Junior School

1. INTRODUCTION

The Behaviour and Discipline policy operates in conjunction with the following policies:

- Anti-bullying policy
- Exclusion Policy
- Special Educational Needs (SEN)
- Equal Opportunities policy
- Attendance Policy
- Safeguarding and Child protection policy and
- Disability Discrimination Scheme.

At Bilton C of E Junior school we are committed to enabling all children to access education successfully. This is an “inclusive” process; part of this commitment is concerned with establishing a high standard of behaviour throughout the school. **The way in which pupils and adults behave has a profound effect on all the work that is undertaken.** Therefore a well thought out approach to this aspect contributes directly to both the social and learning aspects of our school.

2. AIMS

To create an atmosphere where children are able to develop a moral awareness and are sensitive to the needs of others and one in which they will show respect and consideration for other people and property.

To praise and reward positive attitudes to behaviour and work and to maintain fairness and consistency, whilst encouraging self-discipline.

Our Mission Statement since September 2017 has been **‘I have the freedom and choice to be ambitious for my future.’** We believe this helps children, parents and staff to focus on the positive aspects of ‘discipline’ in a way that reflects the values of the school. Our strategic vision also encapsulates what we want for our children:

To inspire all, through learning experiences which enrich, excite and engage.
To be happy confident, caring and resilient learners, ready to embrace challenge.
To make consistently strong progress across the curriculum and achieve our very best.

We recognise that high standards are best promoted when everyone (staff, parents and children) have a shared understanding of what is acceptable and unacceptable behaviour. By promoting good behaviour we can build individual and collective esteem and encourage good personal relationships.

- Ensuring a safe, caring and happy school
- Promoting good citizenship, good self-esteem, self-discipline and emotional intelligence
- Preventing bullying.

The Governing Body has a duty under S175 Education Act 2002 that requires them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.



Bilton Church of England Junior School

3. School PRINCIPLES of Behaviour

- Every child has the right to learn but no child has the right to disrupt the learning of others.
- Everyone has a right to be listened to, to be valued, to feel and be safe. Everyone must be protected from disruption or abuse.
- **A lot of negative behaviour can be eliminated when children are fully engaged, inspired and challenged in well planned learning sessions from start to finish. This is strongly linked to the following point.**
- **The fundamental approach is a positive one, drawing attention to, rewarding good behaviour and mutual respect**
- Whole school approach to discipline with a clearly defined code of conduct.
- It is expected that all adults (staff and volunteers) will set excellent examples to the children in all their learning. (Staff protocols to be included in the policy and to run alongside as key to effectiveness.)
- We will seek to give every child a sense of personal responsibility for his/her own actions or inactions.
- Effective communication systems between staff and between school and home are essential.
- Where there are significant concerns over a pupil's behaviour we will share the strategies we use with parents; working on an active partnership to promote good behavior and involving the Home/School support worker where appropriate.
- We will provide early support for developing problems and in communicating with parents at the earliest opportunity.
- Strategies may be recorded in an Individual Education plan or where there is a high level of concern, a Pastoral Support Plan.
- Bad language and a poor attitude is considered to be unacceptable behavior and will fall within the remit of this policy.
- We will seek advice and support from appropriate outside agencies.
- Staff will keep abreast of current issues, research and initiatives relating to behavior support.
- Consistent approach but with due regard for individual circumstances
- Opportunities for responsibility and recognition for non- academic achievement.
- Home/School agreement to be reviewed in light of updated behavior policy to run alongside.



Bilton Church of England Junior School

4. IMPLEMENTATION

It is recognised that the quality of learning experiences in the classroom will have an impact on behaviour. High expectations from staff delivering a curriculum matched to children's varying needs together with a high level of challenge will help to motivate pupils promoting self-esteem and confidence, leading to order and self-discipline.

It is also recognised that external influences on children must be taken into account and related to the expectations of the school. The development of good relationships with parents will assist in the encouragement of support and mutual understanding.

Finally it is important to reward those who behave well. Most children respond well to praise and there is something worthy of praise in all children. However it is important that children accept responsibility for their own actions through a clearly defined code of conduct understood by all. (**Appendix 1**)

IN ALL DISCIPLINARY ACTIONS IT IS ESSENTIAL THE CHILD KNOWS THAT IT IS THE BEHAVIOUR WHICH IS UNACCEPTABLE, NOT THE CHILD AS A PERSON.

5. THE ROLE OF THE HEADTEACHER

It is the role 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 the children in the school.

The Headteacher supports the staff by implementing the policy, by setting and modeling the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher has access to records of all reported incidents of misbehaviour in the behavior log.

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. The Governors will be involved when behavior becomes so serious as to discuss permanent exclusion.

The head teacher must **publicise the school behaviour policy**, in writing, to staff, parents and pupils at least once a year.

6. THE ROLE OF GOVERNORS



Bilton Church of England Junior School

Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.

Section 88(2) of the EIA requires the governing body to:

- make, and from time to time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour and discipline amongst pupils; and
- notify the head teacher and give him or her related guidance if the governing body wants the school's behaviour policy to include particular measures or address particular issues.

Before making their statement of principles, the governing body must consult (in whatever manner they think appropriate) the head teacher, school staff, parents and pupils.

The governing body must provide clear advice and guidance to the head teacher on which he/she can base the school behaviour policy.

The governing body will notify the head teacher that the following should be covered in the school behaviour policy:

- Screening and searching pupils (including identifying in the school rules items which are banned and which may be searched for);
- The power to use reasonable force or make other physical contact;
- The power to discipline beyond the school gate;
- Pastoral care for school staff accused of misconduct;
- When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.
- In providing guidance to the head teacher, the governing body must not seek to hinder teachers' powers by including 'no searching' or 'no contact' policies, nor to restrict their power to discipline pupils for misbehaviour outside of school.
- Governing bodies will also wish to consider their duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children and their general duty to eliminate discrimination under section 149 of the Equality Act 2010.

The governing body will in consultation with the Headteacher consider what the school's response will be to:

- any bad behaviour when the child is:
 - taking part in any school-organised or school-related activity or
 - travelling to or from school or



Bilton Church of England Junior School

- 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.

7. 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 in accordance with the Teachers' Standards.

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 Code of Conduct consistently. The teacher treats all children in their class with respect and understanding.

It is the responsibility of the class teacher to record significant incidents of inappropriate behaviour in the Behaviour Log.

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 91 of the Education and Inspections Act 2006*).

The power also applies to **all paid staff** (unless the head teacher 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 for **misbehaviour outside school**.

Teachers have a specific **legal power to impose detention** outside school hours.

Teachers can **confiscate** pupils' property.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.



Bilton Church of England Junior School

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy.

8. THE ROLE OF NON-TEACHING STAFF

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

The staff at Bilton C of E Junior 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 non-teaching staff treat each child fairly and enforces the Code of Conduct consistently and treat all children in their group with respect and understanding whilst modeling a non-aggressive and non-confrontational approach to resolving situations.

Support staff should report any significant incidents back to the class teacher as quickly as possible.

9. PARENTAL INVOLVEMENT

Staff welcome early contact if parents have a concern about their child's behaviour or fear that they are being upset by others. If parents and school work together we believe that the discipline and behaviour of pupils will be maintained and respected by all.

Parents can help in the following ways:

- By ensuring that pupils arrive punctually for the start of the school day.
- By ensuring that pupils have appropriate dress for school and PE so as to take a full part in all school activities.
- By supporting the school in our policy that all pupils are expected to behave in a responsible manner, both towards themselves and others, showing consideration, courtesy and respect for other people at all times. (See Code of Conduct Appendix 1)
- By ensuring that pupils show a proper regard for other people's property, buildings and the environment.
- By ensuring regular attendance at school and avoiding unnecessary pupil absence.
- By adhering to the Home-School Agreement, which details the agreed responsibilities of parents, pupils and teachers. (**See Appendix 2. Home-School Agreement**)



Bilton Church of England Junior School

We value our partnership with parents/carers and encourage involvement in all aspects of school life including discipline and behaviour.

We aim to:

- Welcome parents into school and make them feel valued.
- Clearly define the role of parents in school, matching interests and skills to activities.
- Develop good communication between parents and school.

Parents are under a legal duty to ensure that their child (aged 5-16) receives a suitable full time education either at school or by making other suitable arrangements.

Where a child is not a registered pupil and other suitable arrangements are not made, the parent may receive a school attendance order from the **local authority** requiring them to register their child at a school.

Parents have a clear role in making sure their child is well behaved at school. If they do not, the **school** or **local authority** may ask them to sign a parenting contract or may apply for a court-imposed parenting order.

Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the **school** or **local authority** may issue a penalty sanction of £50 (rising to £100).

Parents must also ensure that their child attends the suitable full time education provided by the school governing body or the local authority from the sixth day of exclusion.

Parents are expected to attend a reintegration interview following any fixed period exclusion from primary school and any fixed period exclusion of more than five days from secondary school. Failure to attend may make it more likely that the court will impose a parenting order if the **school** or **local authority** applies for one.

10. BILTON CHURCH OF ENGLAND JUNIOR SCHOOL BEHAVIOUR POLICY

At Bilton C of E Junior School, discipline is recognised to be a collective responsibility between parents, staff, governing body, children and other agencies involved with school. It is vital that the behaviour policy is clear, that it is well understood by staff, parents and pupils and that it is consistently applied. If this partnership is working effectively then we expect the desired outcomes to be that children will be motivated and enthusiastic, taking a pride in themselves and our school.



Bilton Church of England Junior School

Through praise and encouragement, we aim to emphasise the following positive qualities through our Church of England 'Values for Life' themes:

- Service
- Respect/Reverence
- Compassion
- Thankfulness
- Trust
- Peace
- Courage
- Creativity
- Justice
- Friendship
- Hope
- Truthfulness
- Humility
- Generosity
- Perseverance
- Responsibility
- Forgiveness
- Wisdom

The following behaviour is considered to be unacceptable:

- Bullying - individual or group; verbal or physical abuse; taunting; mimicking (including Cyberbullying)
- Aggression towards pupils and adults by actions, verbal or attitude
- Inappropriate language, (including use of derogatory/homophobic words as well as swearing)
- Rudeness
- Stealing

We aim to encourage the children to exercise self-discipline and develop the ability to:

- Control their feelings.
- Take turns and share.
- Learn to interrupt only if, and when, appropriate.
- Listen and respond immediately to the teacher's voice.
- Work independently and co-operatively.
- Work without disturbing others.
- Work consistently, always giving their best.

11. WORK MATCHED TO NEEDS / PROMOTING SELF ESTEEM.

Staff aim to promote positive self-esteem by:

- Inspiring children for a love of learning



Bilton Church of England Junior School

- Providing opportunities for children to work at their own level in order to achieve success.
- Helping children gain confidence in their own ability.
- Motivating children to improve their performance and challenge themselves to become better.
- Encouraging children to take pride in their achievements, sharing their ideas and skills with others.

12. STRATEGIES

In order to assist with the implementation of our discipline policy, **staff** should:

- Be good role models both in speech and actions.
- Supervise children to and from classrooms, into cloakrooms and to and from playgrounds. (Where possible year groups or houses can work together)
- Remind children, at all times, of expected behaviour when moving around school i.e. walking in single file - no running.
- Encourage toilet visits at breaks and lunchtimes.
- Encourage group/ring games in the playground, placing emphasis on taking turns
- Give reasoned explanations for the Code of Conduct and any resulting sanctions
- Use our Christian values for reinforcement e.g. Peace, trust, forgiveness, compassion etc.
- Use a common reward system throughout school with leaf points awarded for academic and non-academic achievement and effort.
- Praise individuals, groups, classes or departments as and where appropriate.
- Ensure that resources are clearly labelled, easily accessible and that children have some responsibility for their care.
- Actively support parental involvement in school and remind parents that they have a valuable role to play.
- Ensure copies of the Code of Conduct are included in parental information booklets.
- Utilise present communication systems in school.
- Use identified procedures for non-attendance, persistent lateness.
- Involve outside agencies where necessary through consultation with the Special Needs Coordinator.
- Arrange for counselling in school with an appropriate adult.

13. CLASSROOM MANAGEMENT AND PROCEDURES



Bilton Church of England Junior School

To promote good discipline within the classroom staff should aim to:

- Establish defined classroom areas.
- Label resources clearly and make them easily accessible.
- Design classroom layout to facilitate ease of movement.
- Organise and adhere to consistent classroom routines e.g. lining up, sitting correctly.
- Place emphasis on independent learning.
- Avoid queues.
- Be well prepared and organised.
- Allow adequate time for tidying up.
- Make expectations clear to children and parents, when applicable.
- Share responsibilities between all children.
- Avoid shouting, use eye contact, gesture, etc.
- Maintain a quiet, calm atmosphere.
- Encourage children to raise their hands rather than interrupt.
- Send children to collect resources in small groups.
- Be ready in the classroom to greet children before the start of each lesson.
- Involve children in the organisation of systems wherever possible.
- Be positive e.g. use of 'please walk', rather than 'don't run'.
- Plan and pre-empt issues through thorough a knowledge and the pastoral support of children
- Display the school rules in the classroom, refer to them frequently and discuss them at the start of each term.

14. POSITIVE BEHAVIOUR MANAGEMENT

Behaviours which may signify emotional and behavioural difficulties

There are a number of behaviours which may signal the need for special provision. Most obviously these include bullying, disruptive behaviour and poor anger management. Less obviously these include poor motivation, poor organisational skills and poor concentration.

The most important cause of behavioural difficulties – Limited Self-Esteem

The most important cause of behavioural difficulties in children is their limited self –esteem. Children often have life experiences which make them feel that they are not loved, cared for, valued or seen as special by



Bilton Church of England Junior School

others. This can inform their behaviour patterns, which may have a negative influence on the way people react to them, which ultimately reinforces their low self-esteem. A vicious circle is established, which many pupils lack the insight or the power to break.

Pupils with low self-esteem may display their insecurities by

- Becoming either boastful or over self-critical
- Becoming aggressive or withdrawn
- Looking for ways to avoid new academic or social challenges
- Finding it hard to relate appropriately to others and appearing uncomfortable in unfamiliar company or situations
- Experience difficulties in making friends.

Dealing with emotional and behavioural difficulties in school

Behavioural difficulties in school may, sometimes, need to be dealt with by the use of sanctions. In the short term, sanctions can stop inappropriate behaviour. However, they must be used sensitively, and the emphasis should be on supporting and rewarding pupils instead.

Pupils with low self-esteem can be very demanding and many of their behaviours can alienate those who are trying hardest to support them. However, the need to adopt positive behaviour management strategies is central to helping them acquire more appropriate patterns of behaviour.

Concentrating on pupils' failings is likely to damage their self-esteem and have a negative effect on their development. Reinforcing good behaviour or celebrating achievements by giving pupils your time, approval and attention is likely to have a positive influence on their global development within and beyond their school years.

TEN SIMPLE GUIDELINES FOR POSITIVE BEHAVIOUR MANAGEMENT

1. Establish a friendly, positive, supportive relationship with the pupils in your care.
2. Make sure, wherever possible, that pupils are doing purposeful activities that they enjoy.
3. As soon as it occurs, reward positive behaviour with attention and praise. 'Catch them being good'.
4. Where possible, identify when behaviour problems are likely to arise and try to divert to modify the pupils' behaviour before discipline is needed.
5. Know the school rules and the reasons for them. Be clear, firm and polite about the behaviour boundaries.
6. Know what sanctions you can use, but try to avoid using them – especially if a quiet word or reminder will do. Never escalate a situation too quickly to high level sanctions; keep your own emotions in check.
7. Always remain calm when you speak to pupils. This will help you maintain your authority and confidence and keep your relationships with them positive.



Bilton Church of England Junior School

8. Avoid telling a pupil off in public. Where possible remove them from the main environment.
9. Avoid the use of sanctions when support strategies will suffice.
10. Use the school's monitoring, report and behaviour referral systems so that you support each other in addressing the individual pupil's needs and those of the whole school.

15. BEHAVIOUR MODIFICATION

This process can be used with individual groups of children, classes or year groups as appropriate. All members of staff involved with the target group should work corporately and consistently.

Intervention Techniques

The following intervention techniques can be used in the development of individual programmes for specific children with behaviour problems after consultation with Senior Management and the Special Needs Coordinators.

- **Ignoring** i.e. where practical, ignore inappropriate behaviour, praise appropriate behaviour (role models).
- **Positive Questioning** e.g. What are you doing?, What should you be doing?, Good you know what to do so can you do it please,
- **Positive Choices** If you do this, then this will happen (positive outcome). If you choose to do this, then this will happen (negative outcome). Now you choose what you are going to do.
- **The IRIS discipline log** All computers in school have access to the central discipline log and all behaviours that have resulted in a sanction or are a cause for concern should be recorded.
- **Compliance Training** i.e. provide practice in following instructions in settings where praise can be given. Use of games - Follow My Leader, Simon Says, etc.
- **Code of Conduct/Rules** i.e. positively phrased - incompatible with undesirable behaviour. Take the rule and provide examples. Use praise for positive actions.
- **Modelling** i.e. indicate role models displaying appropriate behaviour. Adults to be good role models.
- **Distraction** i.e. if a difficult situation is likely to develop distracting the child's attention, e.g. give a specific task, send a message, etc.
- **Time Out** i.e. pupils given 'time out' – an opportunity to work under supervision but away from the classroom situation or a period of reflection, standing alone on the playground during playtime within sight of the teacher or supervisor.



Bilton Church of England Junior School

16. DEALING WITH POOR BEHAVIOUR

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

To be lawful, the punishment (including detentions) must satisfy the following three conditions:

- 1) The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the head teacher;
- 2) 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
- 3) It must not breach any other legislation (for example in respect of disability, Special Educational Needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

A punishment must be reasonable. In determining whether a punishment is reasonable, *Section 91* of the *Education and Inspections Act 2006* says the penalty must be proportionate 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.

The head teacher may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

Corporal punishment is illegal in all circumstances.

Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary.

17. MALICIOUS ALLEGATIONS

Allegations of abuse will be taken seriously, and BJS will deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported.

18. PUPILS' CONDUCT OUTSIDE THE SCHOOL GATES- TEACHERS POWERS

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. *Section 89(5)* of the *Education and Inspections Act 2006* gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.



Bilton Church of England Junior School

Subject to the school's behaviour policy, the teacher may discipline a pupil for:

- any misbehaviour when the child 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.

19. DETENTION

Teachers have a legal power to put pupils (**aged under 18**) in detention.

Bilton Church of England Junior School uses detention (including detention outside of school hours) as a sanction. (See section 21 for more information) Where detention is outside school hours, teachers should give parents 24 hours notice and ensure that the legal parent/guardian has been notified either verbally or in writing. They do not have to give 24 hours notice for a lunchtime or playtime detention.

The times outside normal school hours when detention can be given (the 'permitted day of detention') include:

- any school day where the pupil does not have permission to be absent;
- weekends - except the weekend preceding or following the half term break;
- non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days'.

Only a member of the Senior Management Team has authority to put a child in detention and our school nominated detention day will usually be a Friday between 3.30-4.15pm.

Matters schools should consider when imposing detentions

- Parental consent is not required for detentions.
- The school will act reasonably when imposing a detention as with any disciplinary penalty. In addition, when deciding the timing, the teacher will consider whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient.
- With lunchtime detentions, schools should allow reasonable time for the pupil to eat, drink and use the toilet.



Bilton Church of England Junior School

School staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- Whether the detention is likely to put the pupil at risk.
- Whether the pupil has known caring responsibilities that mean that the detention is unreasonable.
- Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the pupil can get home safely.
- Whether the parent for the pupil can make suitable travel arrangements. It does not matter if making these arrangements is inconvenient for the parent.

20. CONFISCATION OF INAPPROPRIATE ITEMS

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

The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.

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
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

21. USE OF REASONABLE FORCE

The legal provisions on school discipline also provide members of staff with 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.

Head teachers 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,



Bilton Church of England Junior School

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. Force **cannot** be used to search for items banned under the school rules.

School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.

Suspension should not be an automatic response when a member of staff has been accused of using excessive force.

Senior school leaders should support their staff when they use this power.

Please Note: Parental consent is not required to restrain a pupil.

WHAT IS REASONABLE FORCE?

- The term '**reasonable force**' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. **Control** means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- **Restraint** means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

WHO CAN USE REASONABLE FORCE?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

WHEN CAN REASONABLE FORCE BE USED?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.



Bilton Church of England Junior School

- In a school, force is used for two main purposes – to control pupils or to restrain them.

- The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

COMMUNICATING THE SCHOOL'S APPROACH TO THE USE OF FORCE

- Every school is required by law to have a behaviour policy and to make this policy known to staff, parents and pupils. This policy should include guidance on the use of reasonable force although this is not a legal requirement.
- Any policy on the use of reasonable force should acknowledge their legal duty to make reasonable adjustments for disabled children and children with SEND.
- Schools do not require parental consent to use force on a student.
- By taking steps to ensure that staff, pupils and parents are clear about when force might be used, the school will reduce the likelihood of complaints being made when force has been used properly.



Bilton Church of England Junior School

STAFF TRAINING

At our school, all teaching and support staff are 'Team Teach' trained and undertake the appropriate regular refresher courses.

Telling parents when force has been used on their child

If the use of force has been applied to a child then a record will be made and the parents/guardians will be informed as appropriate. The record book for this is located in the Head's Office and the entry will be double signed by an additional member of the Senior Management Team.

In deciding what is a serious incident, teachers should use their professional judgment and also consider the following:

- the pupil's behaviour and level of risk presented at the time of the incident;
- the degree of force used;
- the effect on the pupil or member of staff;
- the child's age.

WHAT HAPPENS IF A PUPIL COMPLAINS WHEN FORCE IS USED ON THEM?

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is **not** for the member of staff to show that he/she has acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the '*Dealing with Allegations of Abuse against Teachers and Other Staff*' [DFE-00061-2011] guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.



Bilton Church of England Junior School

- If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

22. REWARDS

We aim to reward positive rather than emphasise negative attitudes to behaviour and work. It is important to keep this philosophy in perspective. For the majority of children this approach will work, sanctions should be needed only for a minority of children.

It is essential that the main focus for rewards and sanctions should be within the classroom, extending to Senior Management where necessary. They should be applied in a fair and consistent manner with appropriate parental involvement.

These can be given to individual children, small groups, classes, year groups or departments as appropriate by:

- Classroom Assistants, all support staff and volunteers
- Class teachers
- Peripatetic teachers
- Assistant Headteachers (Phase Lead for Yr3/4 and 5/6)
- Deputy Headteacher
- Headteacher
- Lunchtime Play Leaders

Rewards can include the following:

- Written praise e.g. a positive comment on work, report, note home, BJS Praise Pad
- Verbal praise e.g. to the child, parent, another adult in school
- Peer group praise e.g. a clap, name read out in class assembly
- Leaf points, certificates for academic and non-academic achievement
- Tokens and smiles, Headteacher award on work or as a sticker
- Trophies and Special Awards e.g. Punctuality, House winners



Bilton Church of England Junior School

- Placing value on achievements e.g. work shown to another class, commendation assembly

- Special responsibilities e.g. being a monitor/house captain
- Child, group or class, singled out as a role model
- Award of leaf point, commendation book in assembly.
- Invitation to 'Always Child' Afternoon tea and French 'Always Child' Breakfast

House System

The House system operates consistently throughout the School as follows:

- The school is divided into 3 houses - mixed ability and behavior, one class from each year.
- Children will be awarded leaf points for academic achievement and non-academic achievement. When leaf points have been awarded they should not be taken away.
- Teachers will use provided leaf stamps to stamp an individual collectors card. The teachers or Year 6 monitors will total up the points on a weekly basis.
- When a child collects 10 leaf points, they take their collectors card to the Headteacher or Deputy Head to exchange this for a magnetic leaf to go on their house tree in the school reception.
- Every completed block on the collectors card earns a badge or award.
- At the end of each week the leading House will be announced in commendation assembly.

23. SANCTIONS

The following can be imposed by the Class Teacher:

- Withdrawal of privilege relative to misbehaviour
- Playtime or lunchtime detention or exclusion may be given for a serious offence
- Parents informed and involved in the behaviour management process
- Use of report card or progress book (Year group leader must be informed)



Bilton Church of England Junior School

- Time out e.g. outside area under supervision, another group, another class
- Child to sit by teacher
- Reasoned explanation of why the behaviour is unacceptable followed by an appropriate sanction e.g. a verbal or written apology, repetition of an unsatisfactory task.
- Child to assist in rectifying the problem they have caused
- A verbal reprimand appropriate to the child and misbehaviour e.g. within the group, individually
- Developmental written comment on work
- Work to be completed in the child's own time or at home.
- Child sent to another appropriate adult to explain their misbehaviour.
- Referral to Senior Management, (Year Group Leaders)/Deputy Head/Headteacher

Further Sanctions

In addition the class teacher can seek the involvement of the Headteacher. The Headteacher can impose further sanctions.

- Ask parents to escort children to and from the premises before and after school, on safety grounds
- Fixed term exclusion
- Indefinite exclusion
- Permanent exclusion
- Exclusions will be carried out in accordance with LEA policy and Governors directive and be used in only the most serious cases. It should provide a period of time for the consideration and solution of a problem. A short period of exclusion allows an opportunity for all interested parties to come together.

Prior to the exclusion of a child these steps must be taken:

- Full consultation with parents well before the stage of considering exclusion is reached unless in response to a serious incident
- Full consultation with all relevant staff about the child's problems
- Involvement of the child where appropriate including reasons for action taken
- Discussion with the Educational Psychologist and/or outside agencies as appropriate
- An opportunity for parents to present their case



Bilton Church of England Junior School

24. STAGES OF INTERVENTION

The school's discipline procedures can be summarised into five stages. These stages of intervention should be logged and dated on the discipline log.

Stage 1

- The class teacher supports the child and encourages them to develop strategies which will assist them to resolve their own difficulties.
- If there is no improvement assistance should be sought from another appropriate adult in school.
- If there is no improvement the child should be informed that parental contact will be made by the class teacher and the reasons should be made clear.

Stage 2

- Joint intervention by the class teacher and parents. The child should be included in discussions as appropriate.
- If there is no improvement the class teacher should inform the parents and child that the matter will be referred to the Assistant Head/Phase Leader, stating the reasons why.

Stage 3

- Discussions between Head of Year and parents, involving the child as appropriate, to try and resolve the problem. The Deputy Headteacher/Home & School support worker may become involved if a resolution cannot be reached. IEP written if appropriate. At this stage an after school detention may be deemed appropriate.
- If there is no improvement, the Head of Year or Deputy Headteacher should inform the parents and child that the matter will be referred to the Headteacher stating the reasons why.

Stage 4

- Discussions between the Headteacher and parents involving the child as appropriate. The class teacher, Head of Year, Home & School support worker or Deputy Headteacher to be included as necessary. Involvement of appropriate external agencies may be considered.
- A contract may be agreed between school, parents and child. An internal exclusion may be deemed appropriate at this stage.
- If there is no improvement the Headteacher should inform the parents of any further action which is likely to be taken, stating the reasons why.



Bilton Church of England Junior School

Stage 5

- The Headteacher, in consultation with all parties involved may issue a fixed term exclusion to enable time to consider the next steps.
- The Headteacher will then refer the matter to the Governing Body giving account of the action taken by school to date, supported by logged information.

25. PROCESS AND RECORD KEEPING

- Where behaviour is persistently below the standard required strategies will be set up by the class teacher. Informal notes will be kept by the class teacher and may be discussed at consultations with the parents or at other informal meetings/telephone conversations.
- If the problem is more serious the child may move to 'School Action' on the SEN register when strategies will be reviewed and careful monitoring of events takes place to establish causes, patterns etc. Strategies will be discussed with all who work with the child, the parents and the child themselves where age is appropriate.
- Monitoring systems may be used to assess causes, frequency and outcomes of poor behaviour. E.g. ABC: Antecedent, Behaviour and Consequences, approach to behaviour patterns, timetable based monitoring.
- If the behaviour does not improve the child's name moves to 'School Action Plus'. This step will be discussed in consultation with the parents, SENCOs, SEN specialist teacher and possibly Home & School support worker. This will include setting up an IEP (Individual Education Plan) for that pupil. LSA time and midday supervisor support may be allocated to implement strategies to improve behaviour. External agencies may be involved.
- Where pupils reach School Action Plus and above, a personalised approach may be adopted whereby a framework of rewards and sanctions is agreed with everyone working with that child.
- At all times parents are kept informed and encouraged to be active partners in the strategies to meet the child's needs.
- In extreme cases where behaviour is not improving in response to the above strategies, the head and Senco may be set up a Pastoral Support Plan with a view to preventing the child from being excluded. This plan will involve the parents, pupil, teachers and LSAs and any external professionals involved with the child.
- *In very extreme circumstances, the Headteacher may exclude a child from school either for a fixed period or indefinitely.*

26. REVIEW AND MONITORING

This policy overlaps with other policies and should be reviewed in conjunction with those policies, in accordance with the schools review cycle as well as in conjunction with the Home/School Partnership agreement.



Bilton Church of England Junior School

Appendix 1

AGREED WHOLE SCHOOL CODE OF CONDUCT

School code of conduct

(Formed by JLT on Friday 28th February 2014)

- We take ownership of our own learning and use our initiative.
- We use pleasant language.
- We do not put ourselves or others at risk.
- We treat equipment, property and people with respect.
- We are always honest and tell the truth.
- We find opportunities to show our Christian Values.

REMEMBER - TEAMWORK

We are a team; we are a community.



Bilston Church of England Junior School

Appendix 2

Bilston Church of England Junior School – Home/School Partnership Agreement

Home/School Agreement

Welcome to the BJS Family!

Here at Bilston Junior School, we pride ourselves on working in partnership with parents and carers in order to support each child to achieve his/her personal best.

Our Christian values are at the very heart of our school and all we do, and we aim to create excellence in all aspects of our school life, whilst maintaining sensitivity to difference and respect for other faiths. (I think this could be our full mission statement)

Our Christian ethos is at the heart of Bilston C/E Junior School and its community, where we inspire each and all, to grow and flourish within a creative and supportive environment, embracing change and relishing new challenges.

We rejoice in our children as individuals and ensure each and every child is empowered to achieve their full potential through inspirational learning experiences and high aspirations for ourselves and others.

As part of our BJS family, we ask the pupil's parents/carers to support us in encouraging these young learners to be self-disciplined and well organised in order to make their journey through this stage of their education as smooth and successful as possible.

There are three partners in our Home/School agreement and they are: the school, the parents/carers and the child.

We would like you to read through all the expectations set out for each partner and then sign your section as a mark of your commitment to the work we will undertake together.

Pupil partner:

I will do my best to

- Work hard and listen carefully to instructions
- Attend school regularly and on time
- Follow the school code of conduct and behave well
- Be polite and helpful to other children and all adults
- Do my home learning regularly and bring it back to school
- Wear the correct school uniform and follow the dress code
- Be prepared with everything I need for the learning of each day. (From September we are providing all equipment needed in Yrs 3,4 and 5 to avoid distractions!) Show respect for the school, all the property and people in it
- Keep the school free of litter



Bilton Church of England Junior School

Signature of pupil

Date

Parent/carer partner:

I/we will do my/our best to

- Make sure my child arrives in school on time (no earlier than 8.40a.m, but before register closes at 8.55a.m when register closes) and is collected on time (3.30p.m)
- Make sure my child attends school regularly and inform the school of the reason for any absence by contacting the main office either by email (absent@biltonjuniorschool.co.uk) or by telephone (tel: 01788 810675)
- Support school in maintaining high standards of behaviour and discipline
- Support my child with all home learning opportunities, (including those set by school) and listen to my child read
- Attend open evenings for parents
- Ensure my child wears the correct school uniform and follows the school dress code (all clothing to be named please)
- Notify school politely and immediately if my child experiences any problems that may affect their ability to learn or their welfare

Signature of parent/carer

Date

School partner:

We will do our best to

- Encourage and support children to do their best at all times
- Expect the best from children in both behaviour and work
- Inform parents/carers how their child is progressing via Partnership Progress Meetings held in Autumn and Spring, and a written report near the end of the Summer Term.
- Keep parents/carers and children regularly informed of what curriculum will be taught
- Take reasonable steps to ensure the safety and happiness of all children within school and take prompt action to address issues where we are made aware of them
- Be open and welcoming and offer opportunities for parents/carers to become involved in the daily life of the school
- Set, mark and monitor home learning regularly and as appropriate, in keeping with the school's policy
- Contact parents/carers as soon as possible if we are concerned about your child's behaviour or work.



Bilton Church of England Junior School

- Contact parents/carers if there is a persistent problem concerning your child's attendance or punctuality
- Keep parents/carers informed about school life through the various available methods and especially the website (www.biltonjuniorschool.co.uk)

Signature of class teacher.....

Date.....

Signature of Head Teacher

Date