

Bradford Christian School

Policy Statement for Discipline and Behaviour

Aims:

We aim to create a safe and orderly school community where adults and pupils can work effectively together; where each person feels valued and is able to succeed to the best of their ability.

Responsibilities:

A successful discipline policy needs the unanimous support of pupils, parents, staff and the governors. For this reason the school's discipline policy will be published every year on the school website and reviewed every year. The Governors in conjunction with the Headteacher, have responsibility for setting the expectation and terms of this policy. The Headteacher and the Senior Leadership Team must disseminate the expectations and terms of the policy to the teaching staff and ensure that the policy is adhered to. Pupils and parents should also be made aware of this policy on a yearly basis, including any changes from the previous year.

Means:

Good Behaviour in school.

We believe that everyone in our school should have the opportunity to:

- be safe
- be respected and accepted
- be able to achieve

For **pupils** to be treated in these ways, they must come to recognise that they have a responsibility to behave in a way which:

- ensures that others are safe in school
- others are respected and accepted
- allows others to work and achieve

Adults who work at the school will help pupils recognise these responsibilities by:

- Continually and consistently encouraging good behaviour
- Continually and consistently encouraging self respect and respect for others
- Continually and consistently encouraging pupils to give their best in all aspects of their school life
- Continually and consistently modelling good behaviour and setting high standards of discipline themselves.

For pupils in their Primary years at Bradford Christian School, teachers expect pupils to obey parents and teachers and respect the authority that they have in their lives. Children have two main instructions in God's word in this respect; to obey and honour their parents (and teachers).

For pupils in Middle and Upper school, teachers expect pupils to take increasing responsibility for their conduct and to contribute positively to the ethos of the school through wise choices and decision making and a willingness to set a good example to others, especially towards younger pupils.

The School Rules [Appendix I] are based on teachers' responsibility to organise pupils and to keep them safe and in order to encourage pupils to show respect and enjoy their relationships within the school community.

Rewarding Good behaviour:

Each of the four departments in school have their own reward system appropriate to the age of their pupils.[Appendix II]

Promoting good behaviour:

Each of the four departments have their own code of conduct for promoting good behaviour. [See [Appendix III]

In Middle & Upper School disciplinary procedures are as follows:

If pupils fail to adhere to the behavioural expectations of the school, the following disciplinary procedures will be followed:

For occasional / one off misdemeanors such as misbehavior when lining up, in class, in cloakrooms, or in between lessons the procedure is as follows:

1. Verbal warning.
2. Lunchtime sanction (short detention).

For missed homework / deadlines a lunchtime detention will be given.

The above will be recorded on the school intranet.

For more serious failures to uphold behavioral expectations such as receiving multiple lunchtime sanctions, aggressive behavior, disobedience, vandalism, swearing, inappropriate use of technology etc. the following procedures will be followed.

1. Verbal warning
2. Meeting with parents.
3. Fixed term internal exclusion.
4. Fixed term exclusion
5. Permanent exclusion.

For extremely serious misdemeanors such as bullying, sexual immoral behavior, stealing, repeated lying, cyber bullying, persistent and willful misbehavior etc. the following procedures will be followed:

1. Meeting with parents.
2. Fixed term internal exclusion.
3. Fixed term exclusion.
4. Permanent exclusion.

Recordkeeping

Lunchtime sanctions for occasional misdemeanors and lunchtime detention for homework violations will be recorded on the school intranet under the 'school' tab in 'sanctions & detentions'.

More serious incidents and procedures will be recorded in the incidents book or the discipline book. These records will give an account of the incident together with any meetings conducted or sanctions applied.

In the case of internal fixed term, fixed term or permanent exclusions the Chair of Governors will be informed and consulted.

Parents will be informed in writing and will have the right to appeal against the decision to permanently exclude a pupil. During an appeal process the school will provide work for the excluded pupil from the 6th day of the exclusion until the matter has been resolved.

Powers to discipline:

Paid staff, including teaching assistants, acting on the authority of the Headteacher have the following powers to exercise disciplinary procedures:

Teachers have statutory authority to discipline pupils for misbehavior which occurs within school and in some circumstances out of school. This refers to staff supervising educational visits or other school organised events off site.

Parents and volunteers working at the school should feel that they can address behaviour as part of their support of the class teacher or of teaching groups. This also applies to educational visits off site. Parents and volunteers should work from the authority and specific boundaries set by the member of staff whom they are assisting.

Parents are encouraged to bring to the notice of the appropriate member of staff, any behaviour they witness off site which would fall into the categories mentioned below.

The school can discipline its pupils for misbehaviour off the school site.

This includes:

- taking part in any school-organised or school related activity.
- Travelling to and from school
- when wearing school uniform or in some other way identifiable as a pupil at the school.
- When misbehaviour could have repercussions for the orderly running of the school
- or for behaviour which poses a threat to another pupil or a member of the public.
- or behaviour which could adversely affect the reputation of the school.

Note that the school can and will take action if a pupil is malicious towards other pupils or members of the school community in what they write via text, Facebook or other means of digital communication. Pupils or other members of the school community such as parents, volunteers and members of staff should provide evidence if they are complaining about the behaviour of a pupil through the above means.

Detentions:

- Teachers have a legal power to put pupils in detention.
- Parental consent is not required for detentions.

Concerning confiscating inappropriate items:

- The school must say what it will do with confiscated items.
- Power to search without consent is a permitted when staff suspect that the pupil is concealing a weapon, alcohol, illegal drugs, stolen items or which a pupil may use to harm themselves or another member of the school community.

Reasonable force:

- can be used to prevent pupils committing an offence.
- injuring themselves or others.
- damaging property.
- maintain good order and discipline.

BRADFORD CHRISTIAN SCHOOL EYFS DISCIPLINE POLICY & PROCEDURES

In the EYFS we believe that building relationships, training and positive encouragement is the first vital part when working with this age group of children.

Aims

We aim to provide a setting where every child feels accepted and valued by God and us.

We want the children to feel secure and grow in confidence.

We want all children to develop friendly and helpful behaviours.

Procedures

The following are steps to take when challenge or discipline is needed for a certain behaviour.

1. A reminder, based on the choices we make.
2. A verbal warning, reminding of the consequences.
3. Consequences:-

Nursery & Reception

- Carpet time – Sit with an adult who can encourage them.
- Choosing time – Time out on a chair. The adult explains what needs to happen next e.g understanding why they are there and the need to say sorry, also to receive forgiveness etc.

If there are re-occurring problems e.g biting, hurting other etc Mrs Moon or Mrs Mackenzie will talk to the child's parents / guardians.

If Reception children continue to misbehave on the carpet, they will be removed to stand in a space away from the area. Also a Reception child having time out for misbehaving will be expected to stand alone and not talk for a set time e.g 5 mins.

If a child is not responding to appropriate action the class teacher must be informed.

If still not effective we will ask Mrs Nicola Booth, Head of Primary, to be involved and continue to talk to the child's parents, putting into place daily charts etc. as appropriate.

If a child continues with behavioural problems we may need to seek specialist help (Senco).

In Primary disciplinary procedures are as follows:-

- Learning behaviour is monitored by a traffic light system in both classes encouraging children to stay in the green, always giving of their best. After a verbal warning and no correction children can move on to the amber which results in 5 minutes lost playtime. Continued noncompliance can result in a child being moved on to the red. Parents will be spoken to of children who move on to the red so they can discuss with their child how they are going to turn their attitude around. Each class teacher keeps a record of this in their classrooms. Children who are on the amber twice in one week will come to Mrs Booth for a lunchtime detention. For children who are on the red twice in a half term Mrs Booth will talk to parents and look at ways to avoid a reoccurrence.
- Lunchtimes, playtimes and general around school behaviours are monitored in a sanctions/awards book. This is held by the head teacher who monitors the regularity of entry into this book. If necessary children will be given a lunchtime detention for regular entries in this book. The back of the book holds the name of children who are given a head teachers award. At the end of each term names will be put into a hat and a small prize or privilege given.

Regarding accusations against a member of staff:

The schools complaints procedure should be followed in the case of a pupil making an accusation against a member of staff.

If the accusation is found to be malicious and untrue, the pupil may be suspended or permanently excluded. The governors may seek a public apology in the form of a face to face and a written apology to the school and member of staff concerned.

Summary:

A successful discipline policy based on biblical principles should help pupils understand the nature of transgression, repentance, forgiveness, fairness and appropriate discipline, restoration and growth towards taking responsibility for one's personal words and actions. It should help, therefore, to create an environment which can assist in bringing the child nearer to understanding the need of personal forgiveness from a merciful and gracious God.

This policy was written with due regard to the following documents and legislation:

- Behaviour and Discipline in Schools: A guide for head teachers and school staff.
- Education and Inspections Act 2006
- Schools Standards and Framework Act 2006
- Education Act 2002

This policy should also be read in conjunction with the school's Bullying Policy and the schools Safeguarding policy.

Date of review
March 2016

Date of next review
March 2018

Appendix I

School Rules:

[available in pupil's planners from Year 5 onwards]

1. Listen carefully when a teacher is talking.
2. Do what is required of you by an adult in the school at the first time of asking. This includes classroom assistants, lunch time supervisors and volunteers as well as teachers.
3. Be Polite, respectful, courteous and considerate to all people you meet in school.
4. Do not talk to, or distract others when a teacher or classroom supporter is talking. Raise your hand when you wish to speak in class.
5. Do your best to apply yourself to all learning tasks and make sure your behaviour does not stop others from working.

6. Do not deliberately hurt someone else, either physically or with your words.
7. Behave in such a way that you do not risk the safety of yourself or other pupils.
8. Be responsible for keeping your own possessions and the school's equipment and materials tidily stored in your classroom.
9. Respect other people's property.
10. Keep the cloakroom areas tidy and walk ways clear.
11. Walk around the school quietly and sensibly.
12. Enter and leave classrooms quietly and settle down quickly to allow teachers to begin their lessons promptly.

In the playground:

1. Play in such a way that you are mindful of the safety of others.
2. Ask permission from the teacher on duty if you want to leave the school premise to retrieve a ball, etc.
3. Do not enter the building without permission from a member of staff or a prefect.
4. Do not spend unnecessary amounts of time in the school building during break.

See Primary Playground & Lunchtime rules displayed in classrooms

Appendix II

Rewarding Good behaviour:

Each of the four departments in school have their own reward system appropriate to the age of their pupils.

EYFS (YN&R)

- Pupils receive an ongoing commentary on their behaviour with regular encouragement about good choices made.
- Pupils receive a stamp for good behaviour on their hands.
- Pupils receive a stamp for good behaviour on their work.
- A star of the week is given in assembly to acknowledge and celebrate good behaviour, good work or a good attitude.
- Reward stickers including 'ask me about'... stickers which encourage other members of the school community to talk to the young pupil about the acknowledgement of good behaviour given for specific positive responses.

Primary (Y1-4)

- Class 2 (Year 1 & 2) use a shimmer reward system supported by stickers and at times special certificates. Children work towards Bronze, Silver, Gold & Platinum certificates collecting 30, 60, 100 & 150 shimmers respectively to achieve these. Shimmers are given for good behaviour, outstanding work, kindness to others and good conduct around school.
- Class 3 (Year 3 & 4) use a merit reward system supported by stickers and at times special certificates. Children work towards Bronze, Silver, Gold & Platinum certificates collecting 30, 60, 100 & 150 merits respectively to achieve these. Merits are given for good behaviour, outstanding work, kindness to others and good conduct around school.
- A Star of the Week sticker is awarded in a celebration assembly each week to celebrate outstanding achievements in class and around school. A certificate goes home for the pupils receiving a Star of the Week award. Children are encouraged to bring in external certificates and awards so we can celebrate with them their achievements outside of school.
- Parents are met at the school door with verbal commendations of good work, behaviour or attitude, etc.
- Children with SEN will be given individualised extra provision to help and support their behavioural needs. This will enable them to reach the required expectations.

Middle (Years 5 – 8) & Upper (Years 9 – 11)

Students in Middle & Upper will be rewarded for good behaviour, good work, having a positive attitude, punctuality etc.

The aim of the reward system is to foster and encourage consistency in the above areas.

Students will receive between 0 – 10 points in each lesson or learning situation. An average score per activity would be 6 or 7. These scores will be entered into a spreadsheet and totaled up on a weekly basis. A merit prize will be awarded at the end of each half term for the top achieving students in both Middle & Upper school.

In addition to the points system students may receive a letter of commendation from a department head or subject teacher.

Appendix III

Promoting good behaviour.

Early Years Foundation Stage: The emphasis will be on younger children to make good choices. They will normally be rewarded or punished promptly by their class teacher.

Code of Conduct for Primary pupils:

We will explain regularly and consistently to pupils what our expectations are. The character qualities we are aiming for are:

- Respectful Having the proper attitude towards teachers, adult helps and prefects.
- Careful Taking care that their words and actions do not endanger or hurt anyone else.
- Honest Truthfulness, especially in 'owning up' to any wrong doing and not telling lies to get others into trouble or to avoid being in trouble themselves.
- Attentive Listening in class and not shouting out, interrupting or being

disruptive.

- Polite Displaying good manners and courtesy.
- Hardworking Trying their best in all curriculum areas irrespective of strengths or weaknesses.

Code of Conduct for Middle and Upper School pupils.

Before lessons.

- Students must line up outside the classroom in an orderly way.
- Students should enter the classroom quietly and stand behind their places until asked to sit.

During lessons.

- Students to raise their hand if they wish to speak, unless otherwise directed by the teacher.
- The noise level in lessons should be generally low.
- All students are expected to participate in all lessons
- Students should always show respect for staff, visitors and each other.

At the end of lessons.

- Students should clear things away quietly when instructed so by the teacher.
- Rubbish should be cleared away and the room left tidy.
- Students should leave the room in an orderly way.

Between Lessons.

- Students should be aware of the need to move safely and quietly around the site.

General rules and guidelines.

- The correct uniform should be worn at all times
- Students are responsible for ensuring they have the correct books and equipment for each lesson
- Students should always address staff by their surname or 'sir' or miss'.
- Fellow students should be addressed by their first names.
- No chewing gum is allowed at any time.
- All students (except prefects) should be outside during break times (weather permitting), except for visiting the tuck shop or by permission of a teacher.

Appendix IV

The Disciplinary Incidents Log.

A diary is kept in the Head's Office for the purpose of recording one-off incidents can be recorded by staff where a pupils behaviour is beyond that which is usually checked and addressed by the first three steps in our disciplinary procedures.

As well as failure to address an issue brought to the pupil's attention by a member of staff, this

might also include:

- rudeness
- non-co-operation
- low level disruption
- unsatisfactory response when challenged by a member of staff
- uncharacteristic assault or response to another pupil
- unacceptable use of language
- damage of property

- abuse of digital technology
- uncharacteristic breaking of a school rule.

The Disciplinary Incidents Log specific to a pupil.

If a pattern of bad behaviour is emerging, the school will contact the home to discuss matters further and the Head of Department will discuss the issue with parents and decide on a course of action.

The school should record all incidents related to the highlighted behaviour. All communication with the home should be recorded. Copies of emails and letters home should be kept, including replies to correspondence from home

Appendix V

The Disciplinary Incidents Log specific to a pupil.

To be maintained by the Head of Department.

Disciplinary log specific to :	Year:	Date started:
Reasons for starting the log:		

Action decided at meeting:		
Parents signature:	School signature:	
Frequency of communication to parents:		
Date and reasons for stopping the log:		
Date	Incident	Action taken:

Notes to Governors & SLT

Behaviour and Discipline in schools: A guide for headteachers and school staff. [DfE]

- [DfE] Governing bodies have a duty under section 175 of the Education act of 2002 requiring them to make arrangements to ensure their functions are carried out with a view to safeguarding and promoting the welfare of children.
- B&D policy must take into account governing body's statement of behaviour principles. [This could be the schools Behaviour and Discipline Policy] This can include instruction on screening and searching pupils, the power to use reasonable force and the power to discipline beyond the school gates and pastoral care for school staff.
- Teacher's power to discipline includes the power to discipline pupils when they are not in school or in the charge of staff.
- The head teacher must publish the B&D policy to staff, parents and pupils at least once a year.
- There should be a clause in the partnership document which gets a home school

agreement on behaviour.

- The government identifies 10 key areas which establish good practice:
 - Consistent approach to behaviour management.
 - Strong school leadership.
 - Good classroom management.
 - Rewards and sanctions.
 - Behaviour strategies and the teaching of good behaviour.
 - Staff development and support.
 - Pupil support systems
 - Liaison with parents and other agencies
 - managing pupil transition
 - Organisation and facilities.
- The schools behaviour policy should set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff.
- The policy should pay due regard to the Equality Act 2010
- Staff can confiscate pupil's property.
- The school must consider if the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer significant harm; in which case the school should follow the safeguarding policy.
- The school should consider whether bad behaviour is due to un met educational or other needs.

Behaviour outside the school gates.

- The schools statutory powers extend to off the school site misdemeanours.
- The policy needs to say what the school will do in terms non-criminal bad behaviour and bullying off the school premises.
- A pupil may be disciplined for off site behaviour if:
 - taking part in a school-organised or school-related activity.
 - travelling to and from school and when wearing school uniform.
 - identifiable as a pupil of the school.
 - behaviour which could have repercussions for the orderly running of the school.
 - behaviour which poses a threat to another pupil or member of the public.
 - Behaviour which could adversely affect the reputation of the school.

Concerning detentions:

- 24 hours notice must be given for an after school detention.
- Parental consent is not required for detentions.
- Lunch time detentions should allow reasonable time for the pupil to eat, drink and use the toilet.

Concerning confiscating inappropriate items:

- The school must say what it will do with confiscated items.
- Power to search without consent is a permitted when staff suspect that the pupil is concealing a weapon, alcohol, illegal drugs, stolen items or which a pupil may use to harm themselves or another member of the school community.

Reasonable force:

- can be used to prevent pupils committing an offence.
- injuring themselves or others.
- damaging property.

- maintain good order and discipline.

Other related documents:

DfE statutory Guidance for governing bodies on behaviour and discipline.

Key points for BCS Governors:

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:

- a. make, and from time to time review, a written statement of general principles to guide the headteacher in determining measures to promote good behaviour and discipline amongst pupils
- b. notify the headteacher 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.

In practice the SLT will bring matters to the Governors attention, but this guidance sets out the Governors must be involved in the process.

Govs need to advise HT in respect of:

- teachers' powers to search
- to use reasonable force
- discipline pupils for misbehaviour outside school
- pastoral care for school staff accused of misconduct
- when a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.(Unlikely to be used in our case.)