

Discipline and Behaviour Policy

Policy written April 2018 – Review date April 2020

1.0 **Statement**

- 1.1 At Bradford Christian School there is nothing more important to us than the physical, emotional and spiritual welfare of our pupils. For this reason, we regard Safeguarding as vitally important. The school recognises its legal and moral duty to promote the well-being of children, protect them from harm, and respond to child abuse, by following the Department for Education's (DfE's) statutory guidance for schools and colleges, 'Keeping Children Safe in Education', September 2016.
- 1.2 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.
- 1.3 We aim to encourage positive behaviour, with all students and adults working to agreed standards
- 1.4 We aim to set expectations that all students will be encouraged to learn the social, emotional and behavioural skills required for citizenship
- 1.5 We aim to maintain a school environment where students are encouraged to attend regularly and behave appropriately because they feel they are valued members of the school community, and that they are safe, secure and at ease.

2.0 **Roles and Responsibilities:**

- 2.1 A successful discipline policy needs the unanimous support of pupils, parents, staff, volunteers and the governors. For this reason, the school's discipline policy will be published every year on the school website and sent out to parents and staff in hard copy and reviewed every year.
- 2.2 The Governors in conjunction with the Headteacher, have responsibility for setting the expectation and terms of this policy.
- 2.3 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.
- 2.4 All staff have a responsibility to ensure the policy informs their day-to-day actions and that they apply the policy fairly and consistently. All staff have a role to play in keeping the policy alive throughout the school, including through providing mutual support to colleagues, and modelling the social, emotional and behaviour skills and high standards of behaviour and punctuality expected from students.
- 2.5 Pupils have a responsibility to report incidents of bullying or intimidation, and a role in offering support to their peers through activities such as peer mentoring.
- 2.6 Parents and carers have a responsibility for their child's attendance and behaviour inside and outside school, which they discharge by the standards they set and the way they encourage students' progress at home. Parents and carers should be made aware of this policy on an annual basis, including any changes from the previous year.

3.0 **Behavioural expectations:**

- 3.1 We believe that everyone in our school should have the opportunity to:
- i) be safe
 - ii) be respected and accepted
 - iii) be able to achieve
- 3.2 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 they:
- treat other people and their property with respect and consideration
 - take responsibility for their own learning, attendance and behaviour
 - take an active part in making sure that the school environment is safe
 - Treat people's differences with respect and tolerance
- 3.3 Adults who work at the school will help pupils recognise these responsibilities by continually and consistently:

- encouraging good behaviour
 - encouraging self-respect and respect for others
 - encouraging pupils to give their best in all aspects of their school life
 - modelling good behaviour and setting high standards of discipline themselves.
- 3.4 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).
- 3.5 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.
- 3.6 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.
- 3.7 Rewarding good behaviour: Each of the four departments in school have their own reward system appropriate to the age of their pupils. See [Appendix II]
- 3.8 Promoting good behaviour: Each of the four departments have their own code of conduct for promoting good behaviour. See [Appendix III]
- 3.9 In accordance with the school's legal duties under the Equality Act 2010, all employees understand the need to adopt an individual, personalised approach when dealing with pupils who have more complex needs for which they require additional support and to ensure that reasonable adjustments are made for SEND pupils.
- 3.10 When circumstances require, additional strategies and support are put in place to support SEND pupils. This includes liaison with parents and the school nurses who may, in some cases, contact GPs, counsellors and specialist agencies such as CAMHS (the Child and Adolescent Mental Health Service). SEND pupils are effectively cared for by the two SENCO's on site Mrs Sharon Horton and Mrs Jane Prothero and they will inform staff of an information updates and best practice for each pupil as agreed upon. For more information in relation to this please read the SEND and positive handling policies.

4.0 **Disciplinary procedures:**

If pupils fail to adhere to the behavioural expectations of the school, the following disciplinary measures may be applied. It is important to note that whilst disciplinary procedures will typically be escalated if poor or unacceptable behaviour continues, it may be appropriate to go straight to a more serious sanction dependent on the type of misbehaviour that has occurred.

4.1 **In the Primary department**

- 4.1.1 Learning behaviour is monitored by a traffic light system in primary classes encouraging children to stay in the green, always giving of their best.
- 4.1.2 After a verbal warning and no correction children can move on to the amber which results in 5 minutes lost playtime.
- 4.1.3 Continued non-compliance 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/behaviour around.
- 4.1.4 Each class teacher keeps a record of this in their classrooms. Children who are on the amber twice in one week will come to the Head of Primary for a lunchtime detention. For children who are on the red twice in a half term the Head of Primary will talk to parents and look at ways to avoid a reoccurrence.
- 4.1.5 Lunchtimes, playtimes and general around school behaviours are monitored in a sanctions/awards book. This is held by the Head of Primary who monitors the regularity of entry into this book. If necessary children will be given a lunchtime detention for regular entries in this book.

4.2 **In Middle & Upper School**

The following disciplinary actions may be applied subject to the behaviour/misdemeanour that required redirection:

- 4.2.1 **Verbal warning.** A verbal warning may be issued by the teacher or, in more serious cases by a member of the SLT. The warning will help the pupil to recognise the behaviour is unacceptable and will help the pupil to identify and give them opportunity to demonstrate appropriate and acceptable behaviour. Staff will make explicit what they consider to be acceptable and appropriate behaviour.

- 4.2.2 **A sanction.** Some form of discipline appropriate to the misdemeanour. However, it should be appropriate to the individual and aim to modify inappropriate behaviour as well as contain a punishment. A member of the SLT will discuss the behavioural issue with the student at a lunchtime sanction meeting. Discipline might include, lines, completion of unfinished work, withdrawal of privileges, service tasks, standing outside the office, etc.
- 4.2.3 **A detention.** If pupils receive two sanctions in a week they will receive a detention, to be carried out after school. As part of the detention, the member of staff conducting the detention will discuss the behavioural issue which needs to be addressed by the pupil, with appropriate help and frameworks, for example, a behavioural report, put in place by the school. 24 hours' notice must be given for an after-school detention. Parental consent is not required for detentions. Detentions will also be given for missed homework deadlines.
- 4.2.4 **Meeting with parents.** If measures taken in school are ineffective in bringing about change, the class teacher, in consultation with the Head of Department, will arrange to meet parents. The pupil's progress will be monitored and recorded in a discipline log and parents will be kept informed about the pupil's progress. Parents may be invited to support the school through sanctions used at home.

4.3 **Exclusion.**

The ability to exclude pupils applies to all departments within the school.

4.3.1 The decision to exclude a pupil will be made by the Headteacher, in consultation with the Senior Leadership Team (SLT)

4.3.2 Examples of serious misdemeanours for which temporary and permanent exclusion may be considered are listed below (this list is not exhaustive):

- repeated lying
- misuse of illegal substances
- swearing
- sexually immoral behaviour
- bullying, aggressive behaviour
- stealing
- vandalism
- insolence
- determined disobedience and defiance
- malicious accusations against another pupil, including by text or by Facebook or other forms of digital communication including social media
- through anti-social behaviour off site when the pupil could be identified as being part of the school community, namely, in uniform or on a school organised or school related event
- malicious behaviour towards a member of staff
- any misdemeanour/behaviour for which any other disciplinary measure as listed above is not deemed as sufficient

4.3.2 **Temporary exclusion.** If there are no marked improvements; if inappropriate behaviour continues; or if behaviour is sufficient to warrant it, the Head teacher may decide to apply a temporary exclusion away from school. Work will be provided by the school for the pupil to carry out during the exclusion period.

In certain circumstances it may be appropriate to take the form of some measure of internal suspension, where the pupil is removed from a certain situation, such as break times, or removed from lessons and is supervised within school where they study on their own. This decision is at the discretion of the Head teacher with the SLT.

4.3.3 **Permanent exclusion.** If the school considers that a permanent exclusion is in the best interests of the school, parents will be encouraged to come to a mutual agreement for the removal of the pupil from the school. If the school feels it is in the best interests of the school to permanently exclude a pupil, it will do so only after discussion with the Chair of Governors who will ensure that the correct procedures have been followed and it has been ascertained that all reasonable steps have been taken by the school to resolve the issue.

Parents will be informed of the decision to permanently exclude their child in writing and informed of their right to appeal against the school's decision. The school will provide work for the excluded pupil from the sixth day of the exclusion and until the pupil has been allocated another school.

4.4 **Discipline log**

- 4.4.1 One-off incidents considered to be significant will be recorded by a member of staff on the school's **Serious Incidents Log**.
- 4.4.2 Once parents have been informed of behavioural issues (point 4.4) all further incidents will be recorded in a discipline log specific to the pupil in question [**Appendix IV**] which will be maintained by the Head of Department.
- 4.4.3 The contents of this log will be shared with the pupil's parents on a regular basis and will form the basis of further disciplinary procedures.

5.0 **Misbehaviour off the school site.**

The school can discipline pupils for misbehaviour/misdemeanours that occur off the school site. This includes (but is not limited to) situation such as:

- 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
- for behaviour which poses a threat to another pupil or a member of the public
- behaviour which could adversely affect the reputation of the school.

6.0 **Confiscation of inappropriate items:**

A member of staff is enabled to confiscate, retain or dispose of a pupil's property as a punishment under section 94 of the Education and Inspections Act 2006, provided they have acted lawfully and it is reasonable in the circumstances.

Staff have the 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.

Any weapons, knives and extreme or child pornography found will be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item. If the item confiscated is alcohol or tobacco, it will be destroyed. If the item confiscated is the property of another student it will be returned to the owner of the property. If the item that has been confiscated belongs to the child and it is appropriate to return it to the child, the member of staff will make the decision whether to return it to the child at the end of the session or to return it to the child's parents with an explanation as to why the item was confiscated.

7.0 **Use of reasonable force:**

Reasonable force can be used to prevent pupils committing an offence, injuring themselves or others, damaging property and to maintain good order and discipline in the classroom.

Headteachers and authorised 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, 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.

8.0 **Accusations against a member of staff:**

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

9.0 **Powers to discipline:**

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

9.1 Teachers have statutory authority to discipline pupils for misbehaviour 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, in accordance with Section 90 & 91 of the education and Inspections Act 2006.

9.2 The decision to discipline the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of a member of staff. The discipline 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 circumstances.

9.3 A discipline must be proportionate in accordance with section 91 of the Education and Inspections Act 2006 which says the penalty must be reasonable in all circumstances and account must be taken of the pupils age, any special educational needs or disability they may have (under the Equality Act 2010), and any religious requirements affecting them.

9.4 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.

9.5 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.

9.6 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.

10.0 **Summary**

A successful discipline policy based on biblical principles should help pupils understand the nature of their transgression, and allow 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.

10.1 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 January 2016
- Education and Inspections Act 2006
- Education Act 2011
- Schools Standards and Framework Act 1998
- The Education (Independent School Standards)(Amended)(England) Regulations 2014
- Equality Act 2010

10.2 This policy should also be read in conjunction with the school's

- Anti-Bullying Policy
- Safeguarding Policy
- Complaints Policy
- Child Protection Policy
- Allegations against staff policy
- SEND Policy

- Positive Handling Policy

10.3 This policy will be reviewed annually, the latest review of this policy being completed in April 2019

Formally agreed through Governors compliance:	18th July 2019
Signed Andrew Taylor – Chair of Governors	Andrew Taylor
Signed Phill Moon – Head Teacher	Phill Moon
Review Date:	April 2020

School Rules:

In relation to these school rules pupils discussed and agreed three words that captured these rules:

Respect

Attitude

Diligence

In applying these words to themselves students will:

Listen carefully when a teacher is talking.

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.

Be Polite, respectful, courteous and considerate to all people you meet in school.

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.

Do your best to apply yourself to all learning tasks and make sure your behaviour does not stop others from working.

Do not deliberately hurt someone else, either physically or with your words.

Behave in such a way that you do not risk the safety of yourself or other pupils.

Be responsible for keeping your own possessions and the school's equipment and materials tidily stored in your classroom.

Respect other people's property.

Keep the cloakroom areas tidy and walk ways clear.

Walk around the school quietly and sensibly.

Enter and leave classrooms quietly and settle down quickly to allow teachers to begin their lessons promptly.

In the playground:

Play in such a way that you are mindful of the safety of others.

Ask permission from the teacher on duty if you want to leave the school premise to retrieve a ball, etc.

Do not enter the building without permission from a member of staff or a prefect.

Do not spend unnecessary amounts of time in the school building during break.

See Primary Playground & Lunchtime rules displayed in classrooms

Rewarding Good Behaviour:

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

1. 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.

2. 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.

3. & 4. 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 merits which will be stamped onto a merit card that they have responsibility to retain. 1-3 merits will be given within each class. The card is full once 20 merits have been stamped in it and the student will receive the following rewards:
 - Complete cream card – toast vouchers
 - Complete pink card – chocolate vouchers
 - Complete green card – drinks vouchers
 - Complete blue card – chip butty vouchers
 - Complete brown card – head teachers award and letter home
- In addition to the merit system students may receive a letter of commendation from a department head or subject teacher using a postcard sent to the student's home.

Promoting Good Behaviour.

1. 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.

2. 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.

3. Code of Conduct for Middle and upper School pupils.

a) 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.

b) 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.

c) 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.

d) Between Lessons.

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

e) 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.

The Serious Incidents Log.

A log is kept on the staff intranet for the purpose of recording one-off incidents and should be recorded by staff where a pupil's 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 Serious 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.

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:

Behaviour and Discipline in schools: A guide for headteachers and school staff

- 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 school's 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 school's 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 offsite 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.)