

Discipline and Behaviour Policy

Policy written April 2018 – Review date April 2024

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 2022.
- 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. In the outworking of our policy;
- 1.3 We aim to create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- 1.4 We set expectations that all students will be encouraged to learn the social, emotional and behavioural skills required for citizenship
- 1.5 We 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.
- 1.6 We intervene to prevent bullying.
- 1.7 We do not use any form of corporal punishment within our school as this is against UK law.

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 parents informed via the weekly newsletter of its review, and sent to staff via email and reviewed every year.
- 2.2 The Governors, have responsibility for setting the expectation and terms of this policy, monitoring its effectiveness, and holding the Head Teacher to account for its implementation.
- 2.3 The Headteacher and the Senior Leadership Team are responsible for:
 - Reviewing and approving this behaviour policy
 - Ensuring that the school environment encourages positive behaviour
 - Ensuring that staff deal effectively with poor behaviour
 - Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
 - Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
 - Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
 - Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
 - Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- 2.4 All staff have a responsibility to
 - Create a calm and safe environment for pupils
 - Establish and maintain clear boundaries of acceptable pupil behaviour
 - Implement the behaviour policy consistently

- Communicate the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Model expected behaviour and positive relationships
- Provide a personalised approach to the specific behavioural needs of particular pupils
- Consider their own behaviour on the school culture and how they can uphold school rules and expectations
- Record behaviour incidents promptly through MIS
- Challenge pupils to meet the school's expectations

2.5 Pupils have a responsibility to:

- report incidents of inappropriate behaviour E.G. bullying, intimidation, racism
- offer support to their peers through activities such as peer mentoring.

Pupils will be made aware of:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- That pastoral support that is available to them to help them meet the behavioural standards
- They will be supported to meet the behaviour standards.
- They will be supported to develop an understanding of the school's behaviour policy and wider culture.

2.6 Parents and carers have a responsibility to:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

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. Strategies required for individual students will be written into the Pupil Passports, available for all staff to see.
- 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 Cath Kershaw and they will inform staff of any 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.

3.11 **Definitions**

Misbehaviour is defined as:

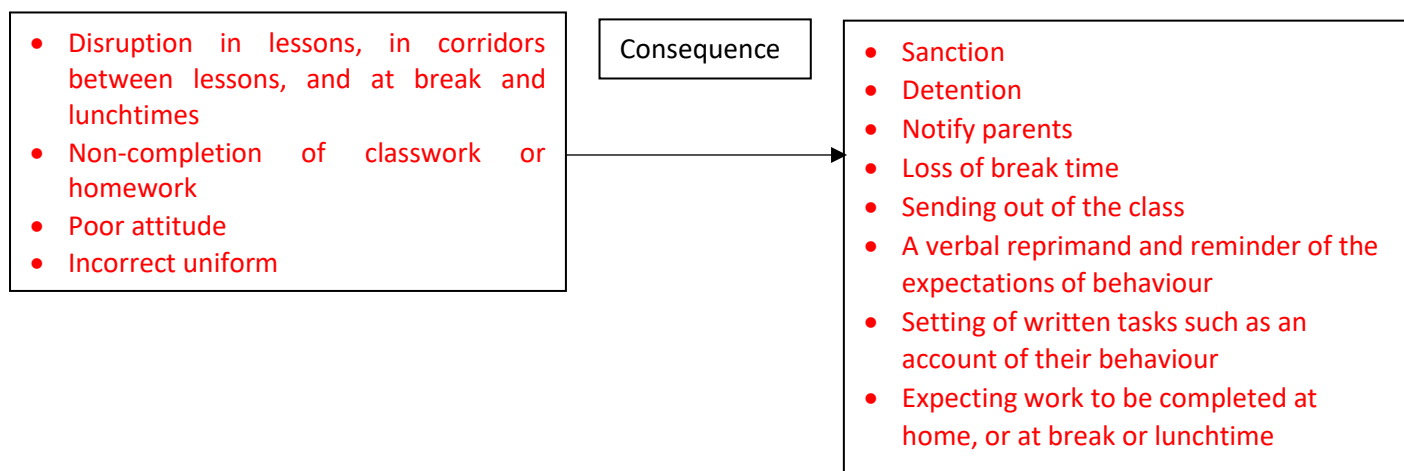
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking including vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images

- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

All Staff deal with Minor Misbehaviour



Incidents of serious misbehaviour as defined in 3.11 in the behaviour policy should be brought to a member of the SLT who will consider the following sanctions dependant on the severity of the incident

- Sanction
- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Detention at break or lunchtime, or after school
- School-based community service, such as tidying a classroom
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Removal of the pupil from the classroom
- Suspension internal or external
- Permanent exclusions, in the most serious of circumstances

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 **check your choice system** encouraging children to make good choices and consider their behaviour.
- 4.1.2 After 3 warnings a child's name will move from the class behaviour tree onto the check your choice sign. During the lesson children will have the opportunity to move back onto the tree once they have improved their behaviour.
- 4.1.3 If class teacher considers the child has not improved their behaviour enough they may require the child to lose 5 minutes of break and stand by the wall.

- 4.1.4 For children who are regularly struggling to make good choices the class teacher or appropriate SLT member talk to parents and look at ways to avoid a reoccurrence.
- 4.1.5 Sanctions may also be given in primary and these are recorded on MIS.
- 4.1.6 In EYFS, staff talk to children about the choices they are making (good and bad choices) and give them the time to reflect, and consider their impact on others, and reparation. Time out is used as a potential consequence for actions.

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 Suspension and Exclusion.

The ability to **suspend or permanently** exclude pupils applies to all departments within the school.

- 4.3.1 The decision to **suspend or permanently** 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 **suspension or** permanent exclusion may be considered **can be seen at 3.11**
- 4.3.2 **Temporary Suspension.** 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 **suspension** away from school. Work will be provided by the school for the pupil to carry out during the **suspension** 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 all further incidents will be recorded in a discipline log specific to the pupil in question **[Appendix V]** 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.

4.5 **Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

5.0 **Misbehaviour off the school site and Suspected Criminal Behaviour**

5.1 **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.

7.8 **Online misbehaviour**

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.9 **Suspected criminal behaviour**

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher or member of the senior leadership team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

6.0 **Searches and Confiscation of inappropriate items:**

Searching and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

6.1 **Confiscation**

Any prohibited items (listed in section 3.11) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

6.2 Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher or deputy, to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3.11, but **not** to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

6.3 **Searching pupils' possessions**

Possessions means any items that the pupil has or appears to have control of, including bags.

A pupil's possessions can be searched for any item if the pupil agrees to the search.

If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3.11) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

6.4 **Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3.11
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3.11), including incidents where no items were found, will be recorded in the serious incident log.

6.5 **Informing parents**

Parents will always be informed of any search for a prohibited item (listed in section 3.11). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

6.6 **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

6.7 **Strip searches**

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first. Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

6.8 **Communication and record-keeping**

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

6.9 **Who will be present**

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, and
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
 - Not be a police officer or otherwise associated with the police
 - Not be the headteacher
 - Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex
- Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

6.10 **Care after a strip search**

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

7.0 **Use of reasonable force:**

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

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

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

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 The 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 and Review

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:


- Keeping Children Safe in Education Sept 2022
- Behaviour and Discipline in Schools: A guide for head teachers and school staff January 2016
- Behaviour in Schools: A guide for head teachers and school staff 2022
- Searching , screening and confiscation at school 2018
- Searching , screening and confiscation advice for schools 2022
- Special educational needs and disability (SEND) Code of Practice
- Education and Inspections Act 2006
- Education Act 2011
- Schools Standards and Framework Act 1998
- The Education (Independent School Standards) Regulations 2014
- Equality Act 2010

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

- Anti-Bullying Policy
- Safeguarding and Child Protection Policy
- Complaints 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 May 2023

Formally agreed through compliance:	11th May 2023
Signed Jane Prothero – Head Teacher	
Review Date:	April 2024

School rules

Our rules are based on Micah 6 v 8

He has shown you, O mortal, what is good. And
what does the Lord require of you? To act justly
and to love mercy and to walk humbly with your
God

Act Justly

Respect others

Be truthful

Be kind

Be fair

Love Mercy

Love your neighbours

Reach out to those who are lonely

Forgive others

Walk Humbly

Everyone matters - respect everyone

Follow adult instruction unless they are unsafe or unjust

Nobody knows everything



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.

2. Primary (Y1-4)

- Class 2 (Year 1 & 2) use a merit reward system 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.
- Class 3 (Year 3 & 4) use a merit reward system 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.
- Head Teacher's Award for outstanding effort/ behaviour.
- All Gold Award and Head Teacher's award students celebrate with picnic lunch at the end of the school year

3. & 4. Middle (Years 5 – 8), Upper (Years 9 – 11) and Oak/Acorn class

- Students in Middle & Upper and Oak/Acorn class 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. Once the card is full the student will receive the following rewards:

- | | | |
|----------------|--------------|---|
| 1. Buff card | [20 merits] | 3 dips in the stationery tray |
| 2. Pink Card | [40 merits] | A water bottle ...to keep hydrated in the day! |
| 3. Green Card | [60merits] | A journal or pencil case |
| 4. Blue card | [80 merits] | Date in school time with a favourite guest. They can invite a guest to spend some time in school, showing their guest around, spending time celebrating their achievements, etc |
| 5. Yellow card | [100 merits] | Head teachers award: Personalised letter/badge/ £10 cinema voucher. |

- 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 promptly, 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:	