



Millhouse Primary School

Behaviour and Discipline Policy

Introduction

This policy has been updated with regards to DfE guidance: Behaviour and discipline in schools, Advice for headteachers and school staff (January 2016).

The Behaviour and Discipline policy acknowledges the legal duties under the Equality Act 2012 in respect of safeguarding and in respect of pupils with special educational needs. The policy operates in conjunction with the following policies:

- Anti-bullying policy
- Special Educational Needs (SEN)
- Disability and Equality policy
- Attendance Policy
- Safeguarding and Child protection policy

At Millhouse Primary School we believe it is necessary to have a common approach towards behaviour and discipline.

Through our Behaviour and Discipline Policy the school seeks to promote attitudes which will lead to the smooth running of the school and create an atmosphere in which each child can feel secure and important as an individual.

The attitudes we wish to promote are:

- self discipline
- acceptance of personal responsibility
- co-operation with and consideration for others
- respect for authority
- respect for property
- the development of good manners

We aim to create a positive learning environment where

- Pupils' attitudes to learning are exemplary.
- Parents, staff and pupils are unreservedly positive about behaviour.
- Pupils' behaviour outside lessons is always impeccable.
- Pupils' show pride in the school by their excellent conduct, manners and punctuality.
- There are excellent improvements in behaviour over time for individuals or groups with particular behaviour needs.
- Pupils are fully aware of different forms of bullying, including cyber-bullying and prejudice-based bullying, and actively try to prevent it from occurring. Bullying in all its forms is rare and dealt with highly effectively (see Anti-Bullying Policy).



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Principles

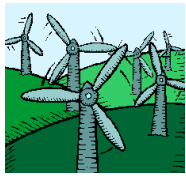
- Every child has the right to learn but no child has the right to disrupt the learning of others.
- Everyone has a right to be listened to, to be valued, to feel and be safe. Everyone must be protected from disruption or abuse.
- The fundamental approach is a positive one, drawing attention to, and rewarding, good behaviour and mutual respect
- There is a whole school approach to discipline with clearly defined Golden Rules.
- It is the responsibility of all staff to promote good order and discipline.
- Staff deal with incidents of misbehaviour fairly and consistently.
- It is expected that all adults (staff and volunteers) will set excellent examples to the children in all their work.
- In all disciplinary actions it is essential that the child understands that it is the behaviour which is unacceptable not the child.
- We will seek to give every child a sense of personal responsibility for his/her own actions.
- There are effective communication systems
- Where there are significant concerns over a pupil's behaviour we will share the strategies we use with parents; working on an active partnership to promote good behaviour.
- We will provide early support for developing problems.
- Strategies may be recorded in an Individual Education plan or where there is a high level of concern, a Behaviour Support Plan.
- We will seek advice and support from appropriate outside agencies.
- Staff will keep abreast of current issues and initiatives.
- We will provide opportunities for responsibility and recognition for non- academic achievement.

At Millhouse Primary School, behaviour and discipline is recognised to be a shared responsibility between parents, staff, children and other agencies involved with school. It is vital that the behaviour policy is clear, that it is well understood by staff, parents and pupils and that it is consistently applied. If this partnership is working effectively then we expect:

Responsibilities

Parents:

- To be aware of the Golden Rules
- To co-operate with school
- To ensure children's regular attendance and punctuality
- To encourage their children to show respect and support the school's authority to discipline children.



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Staff:

- To follow and apply the behaviour policy
- To be fair and consistent
- To develop an effective working atmosphere

Children:

- To move in an orderly manner around school
- To show respect for people and property
- To demonstrate appropriate levels of concentration and self-discipline
- To take responsibility for their own actions
- To co-operate with and respond to the school's Golden Rules
- To be polite, considerate and caring

Implementation

In the classroom

Good behaviour management is at the heart of achieving acceptable behaviour within the classroom. Teachers need to examine closely their routines, the room layout, availability of resources and the match of work to the child. It is recognised that the quality of learning experiences in the classroom will have an impact on behaviour. High expectations from staff delivering a curriculum, matched to children's varying needs, will help to motivate pupils promoting self-esteem and confidence, leading to order and self-discipline.

School Systems

In order to promote positive behaviour and ensure children develop a sense of responsibility, we have developed a set of Golden Rules which have been shared with the children and are displayed around school. These rules apply to pupils' conduct in all aspects of school life e.g in the classroom, around school, in the playground and on school visits. They are regularly reinforced in assemblies, in class and with individual pupils.

We aim to be the best that we can be...

Our Golden Rules :

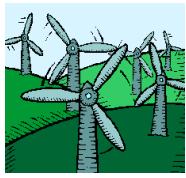
We are honest

We are kind

We are gentle

We work hard

We show respect



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These are referred to consistently by staff to highlight positive behaviour and also to draw attention to instances of negative behaviour.

Rewards

This policy is designed to promote and acknowledge good behaviour and therefore a variety of reward/ incentive systems are in place to recognise children making the right choices. We praise and reward pupils for good attendance, good behaviour, social skills and school work in a variety of ways:

- Verbal praise.
- Use of team points – awarded for instances of good behaviour/ setting a positive example in relation to our Golden Rules within the classroom and around school. Team point totals are announced each week in Celebration Assembly and at the end of each half term pupils in the team which has collected the most team points are awarded with a non-school uniform day.
- Super star stickers and charts linked to headteacher awards for excellent effort/ pieces of work. Badges are to be introduced to reward children for completed cards.
- Stickers
- Special Mention Certificates – two pupils from each class are selected and presented with a certificate in Friday's Celebration Assembly. Their parents are invited to celebrate the achievement. Certificates are also displayed in the hall over the next week.
- Attendance: Award of SAM (our attendance mascot) for the class with the highest attendance each week. Pupils with 100% attendance each week are entered into a prize draw which is drawn in the Celebration Assembly. Certificates are also awarded for pupils with 100% attendance each term.
- Visits to the Headteacher or Senior Management sharing positive attributes/ excellent work.
- Letters to parents/carers.
- Tweets

Golden Time

As a reward for keeping the Golden Rules and making the right choices, pupils earn 5 minutes Golden Time each day. At the end of the week they participate in Golden Time Clubs for the number of minutes earned through the week.

Sanctions

For most children, disapproval/a reminder is enough to change behaviour, so the majority do not require sanctions. However, all pupils are made aware of the consequences of not following school rules:

Where sanctions are used:

It must be clear why the sanction is being applied.

It must be made clear what changes in behaviour are required to avoid future sanctions.



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They should be applied fairly. For this reason group sanctions should be avoided in most instances.

Corporal punishment is illegal in all circumstances.

A sanction should be reasonable and take account of the pupil's age, any SEN or disability and any religious requirements.

Sanctions should be awarded consistently.

It is the behaviour not the person that is sanctioned.

A stepped consequence approach is used in school using a traffic light system.

All children are placed on green at the beginning of the day and after lunch. If pupils make the wrong choices/ fail to keep the Golden rules:

Step 1: Verbal warning

Step 2: Amber Light – more than one verbal warning

Step 3: Red Light – Consequence: 5 minutes missed of playtime and text sent home.

Step 4: Sent to headteacher - If child is on Red Light two or more times in one day.

An immediate red card is issued for physical violence; refusal to follow an adult's instructions (after reminder given clearly explaining to child consequence of behaviour); bad language.

If a child is placed on Red at any point during the day they do not earn their Golden Time for that day.

Inappropriate behaviour (being placed on red) is recorded in the behaviour log which is monitored by the headteacher.

Pupils may be asked to stay in at break time to complete or redo work if the teacher feels the pupil has not shown an acceptable amount of effort.

The child should never be left unsupervised if staying in at playtime as a sanction.

If the situation is becoming difficult to handle within the classroom through persistent unacceptable behaviour, and the education of other children is being adversely affected, or the safety of another child is threatened, then a higher level of response than simple disapproval or adoption of the traffic light system is required. In these instances, the teacher should seek the advice of other staff as follows:

- Class Teacher (if it is the TA needing support)
- SENCO
- Assistant Headteacher
- Headteacher

In the event that the child does not respond to all other measures taken, the parent will ultimately be contacted by the Headteacher and invited to discuss the matter.



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Temporary fixed term exclusions/ permanent exclusion will be enforced for serious breaches of the school's behaviour and discipline policy (refer to Exclusion guidance – Appendix 1).

Support systems for Individual Pupil Need

If there is a persistent problem the class teacher and the SENCO will draw up an Individual Behaviour Plan to support the pupil in partnership with parents. All staff working with the pupil will be informed of this including midday supervisors. This will give a consistent approach throughout the school day. If the problem continues the school will work with outside agencies to seek solutions to support the pupil. For pupils who are having such difficulties targeted pastoral support or mentoring by adults or peers will be provided where appropriate.

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

Support Systems for parents/carers

Members of staff welcome early contact if parents have a concern about their child's behaviour or fear that they are being upset by others. If parents and school work together we believe that the discipline and behaviour of pupils will be maintained and respected by all. It would be appreciated if appointments could be made where possible to ensure the availability of a member of staff and to give parents/carers the time needed.

Pupils' behaviour outside school

A pupil may receive sanctions for their conduct outside school if deemed appropriate by the headteacher when the child is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform or in some other way identifiable as a pupil at the school.

They may also be sanctioned if their behaviour:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school.



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Detention

Pupils may be given a detention within the school day e.g at lunchtime, if they have received an immediate red card. Parental consent is not required for this. If a child is asked to complete a lunchtime detention adequate time to eat, drink and use the toilet will be provided. Pupils will not be left alone when completing their detention.

Confiscation of items

A member of staff may confiscate items that are not allowed in school or which may be a danger or cause distraction. Confiscated items will be kept in a secure place by the teacher or the office and returned to the child at the end of the day or to their parents if this is more appropriate.

Staff have the power to search without consent for prohibited items - 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. At Millhouse Primary School, a search would only be made following consultation with the Designated Safeguarding Officer. Any weapons and knives and extreme or child pornography would be handed over to the police.

Use of reasonable force

It is not acceptable to use force as a punishment. However, reasonable force can be used to:

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

At Millhouse Primary School in all but the most extreme circumstances, only members of staff who are Team Teach trained should make use of reasonable force.

A record of any use of reasonable force is recorded.

Parents/Carers should be informed of any use of reasonable force and should work with the school to develop a plan to ensure the risk of future use is reduced or eliminated.



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Review and Monitoring

This policy has been agreed by Governors and Staff at Millhouse Primary School.
Parents are aware of the expectations of the school.
This policy will be reviewed annually.

Signed _____ Headteacher Date _____



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Appendix 1

1. Statutory guidance on the procedures for exclusion

The Department for Education (DfE)'s statutory guidance on exclusions applies to all maintained schools, academies and pupil referral units (PRUs) in England.

By law, school leaders, governing bodies, local authorities (LAs) and independent appeals panels must have regard to the document when excluding a pupil.

The DfE says:

The phrase 'must have regard', when used in this context, does not mean that the sections of statutory guidance have to be followed in every detail, but that they should be followed unless there is a good reason not to in a particular case.

Exclusion from maintained schools, academies and PRUs in England: a guide for those with legal responsibilities in relation to exclusion, GOV.UK - DfE (Adobe pdf file)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/180781/DFE-00042-2012_Statutory_Guidance_-_exclusion_from_1_sep_2012_-_june.pdf

2. Responsibilities and powers of the headteacher around exclusion

2.1 The headteacher's power to exclude a pupil

Only a headteacher, or acting headteacher, of a school can authorise fixed and permanent exclusions.

Section 3 of the statutory guidance, linked to above, explains:

A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion.

2.2 Responsibilities of the headteacher/acting headteacher

The document also highlights the following rights and responsibilities:

- A headteacher may withdraw an exclusion that has not been reviewed by the governing body
- Headteachers must take account of their legal duty of care when sending a pupil home following an exclusion
- When establishing the facts in relation to an exclusion decision the headteacher must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'

Headteachers must also consider a school's responsibilities under the Equality Act 2010 when deciding whether to exclude a pupil. Schools must not discriminate against, harass or victimise pupils because of their sex, race, disability, religion or belief, sexual orientation; because of a pregnancy/maternity; or because of a gender reassignment.

Schools must also ensure that their policies and practices do not discriminate against pupils by unfairly increasing their risk of exclusion.

3. Factors to consider before excluding a pupil



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Paragraph 15 says a decision to permanently exclude a pupil should only be taken:

- In response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

Although the decision to exclude remains the headteacher's decision, he/she should give pupils the opportunity to present their case. Headteachers should take account of any contributing factors that are identified after an incident of poor behaviour has occurred. These might include where a pupil has suffered a bereavement or has been subject to bullying.

4. Exclusion due to behaviour outside of school

Pupils can be excluded for behaviour outside school, but this should be in line with the behaviour policy

Paragraph 3 says:

The behaviour of pupils outside school can be considered as grounds for exclusion.

This will be a matter of judgement for the headteacher in accordance with the school's published behaviour policy.

Commonly, this will include behaviour on school trips, behaviour when in uniform or on the way to and from school, and behaviour which may bring the school into disrepute.

5. Exclusion of pupils with statements of SEN and looked after children

Paragraph 22 explains that pupils with statements of special educational needs (SEN) and looked after children are especially vulnerable to the impacts of exclusion. Headteachers should, as far as possible, avoid permanently excluding these pupils.

Paragraph 24 adds:

Where a school has concerns about the behaviour, or risk of exclusion, of a child with additional needs, a pupil with a statement of SEN or a looked after child it should, in partnership with others (including the local authority as necessary), consider what additional support or alternative placement may be required.

This should involve assessing the suitability of provision for a pupil's SEN. Where a pupil has a statement of SEN, schools should consider requesting an early annual review or interim/emergency review.

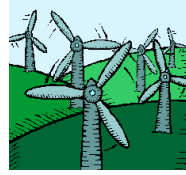
6. Notifying parents of an exclusion

Paragraph 25 states that on excluding a pupil, a headteacher must notify parents of the period of the exclusion and the reasons for it without delay. He/she must also provide parents with the following information in writing:

- The reasons for the exclusion

A headteacher must notify parents of the period of the exclusion and the reasons for it without delay

- The period of a fixed period exclusion or, for a permanent exclusion, the fact that it is permanent
- Parents' right to make representations about the exclusion to the governing body and how the pupil may be involved in this
- How any representations should be made



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- Where there is a legal requirement for the governing body to consider the exclusion, that parents have a right to attend a meeting, be represented at this meeting (at their own expense) and to bring a friend

Where an excluded pupil is of compulsory school age the headteacher must also notify parents, by the end of the afternoon session, that:

For the first five school days of an exclusion (or until the start date of any alternative provision where this is earlier), parents are legally required to ensure that their child is not present in a public place during school hours without reasonable justification, and that parents may be given a fixed penalty notice or prosecuted if they fail to do so.

If alternative provision is being arranged then the following information must be included with this notice where it can reasonably be found out within the timescale:

- The start date for any provision of full-time education that has been arranged for the pupil during the exclusion
- The start and finish times of any such provision, including the times for morning and afternoon sessions where relevant
- The address at which the provision will take place
- Any information required by the pupil to identify the person he/she should report to on the first day

Paragraph 35 explains that effective methods for providing the information may include email or text message, giving the notice directly to the parents, or sending the information home with the excluded pupil. Where information is sent home with a pupil, headteachers should consider sending a duplicate copy by an alternative method or confirming that the information has been received.

7. Notifying the governing body and LA of exclusions

Paragraph 38 states that the headteacher must, without delay, notify the governing body and the LA (and home LA if different) of:

- Permanent exclusions (including where a fixed period exclusion is made permanent)
- Exclusions which would result in the pupil being excluded for more than five school days (or more than 10 lunchtimes) in any one term
- Exclusions which would result in the pupil missing a public examination or national curriculum test

The headteacher should inform the chair of governors on the same day as the above exclusions occur.

Following this, a governing body committee comprising at least three governors should meet to review the decision.

For all other exclusions, paragraph 39 says the headteacher must notify the LA and governing body once a term. Notifications must include the reasons for the exclusion and the duration of any fixed period exclusion.

8. Responsibility of the governing body and LA to arrange education for excluded pupils

Section 5 of the guidance explains that for a fixed period exclusion of more than five school days, the governing body must arrange suitable full-time education for any pupil of compulsory school age.

This provision must begin no later than the sixth day of the exclusion.

Paragraph 48 of the guidance notes that there is an obvious benefit in starting this provision earlier if possible. Where it is not possible, or appropriate, to arrange alternative provision during the first



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five school days of an exclusion, schools should take reasonable steps to set and mark work for pupils.

For permanent exclusions, the LA must arrange suitable full-time education for the pupil to begin no later than the sixth day of the exclusion.

9. Responsibility of the governing body to consider exclusions

The governing body has a duty to consider exclusions and parents' representations about them. Paragraph 50 says the governing body has a duty to consider exclusions and parents' representations about them. Exactly when and how is dependent on a number of factors.

The governing body may delegate its functions with respect to the consideration of an exclusion decision to a designated committee consisting of at least three governors.

In what circumstances must governors consider an exclusion?

The statutory DfE guidance on exclusion states that the governing body must consider the reinstatement of an excluded pupil within 15 school days of receiving notice of the exclusion if:

- The exclusion is permanent
- It is a fixed period exclusion which would bring the pupil's total number of school days of exclusion to more than 15 in a term
- It would result in a pupil missing a public examination or national curriculum test

If requested to do so by the parents, the governing body must consider the reinstatement of an excluded pupil within 50 school days of receiving notice of the exclusion if a pupil would be excluded from school for more than five school days, but not more than 15, in a single term.

Where an exclusion would result in a pupil missing a public examination or national curriculum test there is a further requirement for a governing body, so far as is reasonably practicable, to consider the exclusion before the date of the examination or test.

If this is not practicable, the chair of governors may consider the exclusion independently and decide whether or not to reinstate the pupil. These are the only circumstances in which the chair can review an exclusion decision alone. In such cases parents still have the right to make representations to the governing body and must be made aware of this right.

In the case of a fixed period exclusion which does not bring the pupil's total number of days of exclusion to more than five in a term, the governing body must consider any representations made by parents, but it cannot direct reinstatement and is not required to arrange a meeting with parents.

10. Who should be invited to a meeting to consider an exclusion?

In considering an exclusion, the following parties must be invited to the governors' meeting and be allowed to make representations:

- Parents
- The headteacher
- A representative of the LA, in the case of a maintained school or pupil referral unit (PRU)

The governing body must make reasonable endeavours to arrange the meeting for a date and time that is convenient to all parties, but in compliance with the relevant statutory.

Academy trusts are not required to invite a representative of the LA.

However, the parent may invite a representative of the LA to attend the meeting as an observer.

That representative may only make representations with the governing body's consent.



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11. Considering the exclusion

When considering the exclusion of a pupil, governors must consider the interests and circumstances of the excluded pupil, including the circumstances in which the pupil was excluded, and have regard to the interests of other pupils and people working at the school.

The governing body must also consider any representations made by:

- Parents
- The head teacher
- A representative of the LA, in maintained schools or PRUs

When establishing the facts in relation to an exclusion decision the governing body must apply the civil standard of proof; i.e. 'on the balance of probabilities' it is more likely than not that a fact is true rather than the criminal standard of 'beyond reasonable doubt'.

In the light of their consideration, the governing body can either:

- Uphold an exclusion
- Direct reinstatement of the pupil immediately or on a particular date

Where reinstatement is not practical because, for example, the pupil has already returned to school following the expiry of a fixed period exclusion, or the parents make clear they do not want their child reinstated, the governing body must, in any event, consider whether the head teacher's decision to exclude the child was justified based on the evidence.

Paragraphs 64 to 70 outline further statutory guidance when considering an exclusion around:

- Ensuring all attendees are supported to participate and have their views properly heard
- Taking minutes
- Having parties withdraw from the meeting when governors make a decision
- Recording decisions

12. Notifying parties about a decision

Chapter 6.3 outlines the duty of the governing body to notify parents, the head teacher and the LA of their decision and the reasons for it. This must be done in writing and without delay. Where the pupil resides in a different LA from the one that maintains the school, the governing body must also inform the pupil's 'home authority'.

Duty of the LA/academy trust to arrange an independent review panel

From 1 September 2012, independent appeal panels have been replaced by independent review panels. These new panels cannot force a school to re-admit a pupil.