



Behaviour and Discipline Policy

1 Aims and expectations

- 1.1 It is the primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a harmonious and collaborative way. It aims to promote an environment where everyone feels happy, safe and secure. This behaviour policy is drawn up in line with the following governmental guidance relating to behaviour in schools:

[Behaviour and Discipline in Schools - A guide for headteachers and school staff](#)

- 1.2 The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. The policy also endeavours, along with the anti-bullying policy, to prevent bullying. Additionally, the policy makes provision for ensuring that all children complete work as expected by the curriculum policies. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.3 The school expects every member of the school community (children, parents, staff, mentors & governors) to behave in a considerate way towards others.
- 1.4 We treat all children fairly and apply this behaviour policy in a consistent way. The policy is supported by the home-school agreement in order to ensure that parents/carers are able to work with the school in this consistency.
- 1.5 This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.
- 1.7 In exceptional cases, the policy may cover behaviour that has occurred outside school. In all such cases, any sanction imposed relating to out of school misbehaviour (e.g. bullying beyond the school gates, antisocial behaviour in local businesses, serious verbal abuse of local residents) will be discussed with parents/ carers and we will endeavour to appropriately involve all parties. Behaviour that may affect the reputation of the school will also be considered in such circumstances. Behaviour occurring during school trips will be considered 'inside the school gates' and dealt with as all other incidents.

- 1.8** The policy also covers the possible use of physical contact for the purposes of restraint, involvement with incidents outside of school and addresses processes involved in accusations of misconduct against staff.
- 1.9** Implicit in the policy is the expectation that all children adhere to the Parkwood Values of mutual respect, following the rule of law, democracy, tolerance of others and personal freedom. This will ensure that they are kept free from the potential to be influenced by or lead in the development of extremist behaviour, beliefs or actions.

2 Rewards and Sanctions

- 2.1** We praise and reward children for good behaviour in a variety of ways:
- teachers congratulate children;
 - children should also be given opportunities to congratulate each other both in the classroom and in other settings.
 - teachers give children a variety of points;(information in each class clarifies their system.
 - each week we nominate a child from each class to receive an award;
 - each 'winner' receives a certificate in the school assembly;
 - all classes have an opportunity to participate in a sharing assembly in which they are able to show examples of their work.
 - At the end of each week, each class holds a golden time, which may include additional reward activities for selected children and groups.
 - Good behaviour during playtimes can be further rewarded with extra time on the school pitch or additional use of play equipment.
- 2.2** The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.
- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a more suitable place or nearer the teacher.
 - Where children do not comply with expectations, they may lose out on privileges, be subject to a verbal reprimand, miss a school trip or be subject to any agreed sanction that is proportionate to their misbehaviour.
 - We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task. They may also be asked to work in isolation, during break times (in the form of short 'detentions') or outside of normal school hours (in the form of longer detentions). Parents do not need to be informed of a detention, but school will do so if there will be an impact on the collection of a child from school in terms of pick up times. Children placed on detention after school will not attend any clubs that might occur on that day. Should there be a significant negative effect caused upon collection from school, we will consider carrying out additional lunch and playtime detentions. No after school detention will be issued if there is any chance of risk to a child e.g. walking home in the dark. In the case of all detentions, children will be allowed to use the toilet and drink/ eat as required. Any member of staff may choose to employ detention as a reprimand.

- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down and is in a position to work sensibly again. Any children removed from their own class should be sent to their partner class and asked to complete a reflection sheet. (Work should also be sent where possible.) In these situations, the child should be out of their own class for no longer than one session, the actual time depending on the age and needs of the child. Children who are not able to return to their class after this should be referred to the head teacher.
- When a child is sent out of class a record is kept in the book provided and parents informed if this happens more than 3 times in a week.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another pupil, the class teacher records the incident and the child is punished (see exclusions). If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- In accordance with the proportionate nature of reprimands, we will always take account of the special educational needs, cultural background and other extenuating circumstances of any child. We will, however, expect all children to follow basic rules in a similar way.

2.3 Exclusions:

- 2.3.1 Internal exclusion: A child will be removed from their class to work elsewhere in the school for a set period. This will usually be a half or full day. Work will be provided by the class teacher and a work space made available. In the event that a child is given an internal exclusion towards the end of the school day, they will usually be removed from class until 3:15pm and full exclusion period will be applied the following day (where this is a Friday or the end of a term period, this will be applied on the next available school day). If a child is internally excluded more than three times in a week, this will be reported to governors. All internal exclusions will be internally recorded.
- 2.3.2 Fixed term exclusion: Where a child has committed a breach of the behaviour policy that is serious enough to warrant an external exclusion, the head teacher will usually issue this for a fixed period of 1-5 days. This will depend upon the severity of the child's actions, the extent of repetition, the likelihood that a child's behaviour will improve upon return, the impact upon other children and staff, the response of parents to the actions of the child and the results of discussions with professionals. Should a child be subject to 3 consecutive internal exclusions, for a similar reason, within a half term period, children will usually be given an automatic fixed term exclusion in accordance with the criteria above. All fixed term exclusions will be reported to governors. Parents may appeal against such exclusions to the governing body disciplinary committee, who will return a decision within 50 days of appeal being made.
- 2.3.3 Longer fixed term exclusions 6-14 days: Should the child present heightened, or repeated behaviour that present a significant risk to themselves, other children or staff, the head teacher may decide to impose an extended

exclusion. Should this exclusion exceed 6 days, the school will arrange alternative educational provision, off the school site, for the child until the end of the exclusion period. If the child does not attend the alternative provision, the local authority will treat the child as missing education and will take action accordingly. Parents may appeal against such exclusions to the governing body disciplinary committee, who will return a decision within 50 days of appeal being made.

- 2.3.4 Longer fixed term exclusions 15 days or more: In cases where the school considers that the child requires a longer period out of school, for example to attend an extended session in alternative provision, the school may decide to exclude a child for more than 15 days. In this case, the exclusion must be agreed by the governing body's disciplinary committee. Parents may appeal against such exclusions to the governing body disciplinary committee, who will return a decision within 15 days of the beginning of the exclusion, provided the appeal is made at this time.
- 2.3.5 Permanent exclusion: Should a child act in such a way that the school feels that it can no longer safely manage their behaviour and that they represent a significant, ongoing and insoluble risk to other children, to staff or to the school building, the child may be permanently excluded. The head teacher and governors must make this decision in consultation with Hackney Learning Trust. Permanent exclusions are an absolute last resort and will always be accompanied by consultation with parents and work to manage a child's move to another educational establishment. This must be agreed by the governing body's disciplinary committee. Parents may appeal against such exclusions to the governing body disciplinary committee, who should respond within 15 days of the appeal being received.
- 2.4 The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there is an incident of anti-social behaviour, 'circle time' gives the teacher an opportunity to discuss them.
- 2.5 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. We are clear that bullying is categorised as acts that are committed 'many times, on purpose'. This means that children and parents need to be clear that bullying needs to be seen as a combination of more than one event and that a single event or accidental events are not categorised as 'bullying'. If a child is deemed to have acted against another child on several occasions on purpose, then staff will regard this as bullying.
- 2.6 There are a number of items which are considered prohibited in school. These include any form of weapon, mobile telephones, electronic devices that have not been specifically sanctioned by a member of staff, alcohol/ drugs, stolen items, fireworks or other explosives, inappropriate reading material/ images and other items that may be listed from time to time (e.g. fashion toys that

cause disruption in the classroom or playground). The school has the right to confiscate any of these items for an indefinite period and has no responsibility to ensure the safety or return of such items. Where children have chosen to ask a member of staff to look after an item (e.g. a mobile phone that they use to stay in touch with parents outside of school hours) every effort will be made to keep these items safe (children regularly bringing an authorised mobile to school are instructed to leave this with the school office each morning and collect it at the end of each day). Children bringing prohibited items to school will be in breach of school policy and may be subject to sanctions. If a child is suspected of having prohibited items in school which may cause harm to another child or compromise the safety of staff or children, the school reserves the right to search bags/ coats/ containers and to ask children to empty their pockets. Children do not have to give consent for such searches to be carried out. The school will hand certain items to the police in accordance with regulations. The school may choose to dispose of other items as it sees fit or to return these at the end of a given period, under the strict understanding that such items do not return to school.

- 2.7** All members of staff are aware of the regulations regarding the use of force by teachers, as set out on go.uk in the document [Use of Reasonable Force](#) (17th July 2013). Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. The school will act in the case the excessive force is believed to have been employed, but (in accordance with the above guidance) this will not necessarily result in the immediate suspension of a staff member.
- 2.8** In certain cases, children may be isolated entirely from all other children for a short period of time (usually no longer than a single class session, usually until a child is calm enough to return to class) for their safety and the safety of others. The school may use an office space, a sensory room or another 'safe' space to achieve this. No child will be left un-supervised in such spaces, although staff may choose to step out of a room and observe through a window/ glass door panel if they feel that they are at risk of injury. Every effort will be made to minimise the use of isolation and to bring a child back in contact with their peers at the earliest possible opportunity. Where possible, the time in isolation will include the opportunity to complete work or engage in other constructive activities.

3 The role of the class teacher

- 3.1** It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.
- 3.2** The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

- 3.3** The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.
- 3.4** If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the head teacher.
If a child misbehaves in the playground the supervisors will first warn the child and if the behaviour continues they will give the child time out against the wall for an appropriate time. If the behaviour still continues the supervisor seeks advice from a senior member of staff and a child may miss a playtime in order to reflect on their behaviour.
- 3.5** The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LEA behaviour support service.
- 3.6** The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.
- 3.7** Class teachers are the key staff member involved in providing support mechanisms to allow children to adhere to the behavioural expectations of the school. They work with support staff, office staff and senior leaders to ensure that all necessary support mechanisms are put in place and consistently followed through. They also liaise with parents/ cares over these mechanisms so that, where appropriate, they are mirrored or enhanced at home.

4 The role of the head teacher

- 4.1** It is the responsibility of the head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.
- 4.2** The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- 4.3** The head teacher keeps records of all reported serious incidents of misbehaviour.
- 4.4** The head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

- 4.5** The head teacher is responsible for ensuring that staff are properly trained in accordance with the nature of their roles and fully aware of all aspects of the behaviour policy. They also ensure that staff who have been subject to assault, abuse or accusations of misconduct, are properly supported. Where additional pastoral care is required for staff who have been accused of misconduct, the head teacher takes on this responsibility.
- 4.6** The head teacher, in co-operation with the inclusion team and other staff members, will coordinate or facilitate engagement with outside agencies, as they are required to support children's behaviour. Where children persistently and/or seriously fail to follow behavioural expectations, the head teacher is responsible for ensuring that appropriate outside agencies are engaged and the proper procedures are followed for supporting such children either in school or in alternative provisions, should this prove necessary.
- 4.7** The head teacher has primary responsibility for ensuring smooth transition of pupils between school phases and to/from other educational establishments. The head teacher may delegate these responsibilities at times, but is ultimately responsible for the effective transition of children in all situations.
- 4.8** The head teacher has ultimate responsibility for ensuring that the school is sufficiently well organised and resourced to meet the educational needs of pupils and, where this is not possible, for ensuring that pupils are able to access (either on site or through transition) such facilities as they require to be able to adhere to behavioural expectations.
- 4.9** The head will take the lead role in investigating complaints against staff that are in line with breaches to the behaviour policy. All actions will be followed in accordance with the Complaints Policy.

5 The role of parents

- 5.1** The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- 5.2** We explain the school rules in the school prospectus, and we expect parents to read these and support them.
- 5.3** We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. The home-school agreement is updated annually in accordance with current regulations and in line with the behaviour policy (and other policies).
- 5.4** If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the head teacher. Should their concerns remain after contact with the head teacher they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

6 The role of governors

- 6.1** The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in carrying out these guidelines.
- 6.2** The head teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

7 Fixed-term and permanent exclusions

- 7.1** Only the head teacher (or the acting head teacher) has the power to exclude a pupil from school. The head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The head teacher may also exclude a pupil permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 7.2** If the head teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- 7.3** The head teacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 7.4** The governing body itself cannot either exclude a pupil or extend the exclusion period made by the head teacher.
- 7.5** The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- 7.6** When an appeal panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.
- 7.7** If the governors' appeals panel decides that a pupil should be reinstated, the head teacher must comply with this ruling.
- 7.8** In place of fixed term exclusions, the school may choose to internally exclude a child. This process can be carried out without consultation with the LEA. The head teacher will make all decision on internal exclusions. Internal exclusions should not exceed 2 days in duration. Parents will be informed of internal exclusions, but are not subject to an appeal process. Parents are welcome to discuss the decision with the head teacher at any time.

- 7.9** Criteria for exclusion will be dealt with on an individual basis. Some behaviours will be deemed 'automatic' for fixed-term exclusion and for internal exclusions. These will include:

Internal: first instance physical abuse of another child, first instance of racist, homophobic, misogynist or other extreme verbal abuse of another child; repeat, intentional damage of school property.

Fixed term: racist, homophobic, misogynist or other extreme verbal abuse towards members of staff or other adult; physical abuse of members of staff; repeat physical abuse of another child; repeat racist, homophobic, misogynist or other extreme verbal abuse of another child.

Other eventualities may lead to internal or fixed-term exclusions, depending on circumstance, severity, repeat nature or other extenuating circumstances.

- 7.10** The head teacher may, in negotiation with staff or parents, decide that an automatic fixed-term or internal exclusion may be deferred to a lesser reprimand. Each case will be dealt with on an individual basis.

9 Monitoring

- 9.1** The head teacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

- 9.2** The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The head teacher logs those incidents where a child is sent to him/her on account of bad behaviour. The school also keeps a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book that we keep in the staff room.

- 9.3** The head teacher keeps a log of any pupil who is suspended for a fixed-term, or who is permanently excluded.

- 9.4** It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

- 9.5** The policy and its implementation is under continual review to ensure that all children are appropriately safeguarded against risk in accordance with the Equality Act 2010 (<http://www.legislation.gov.uk/ukpga/2010/15/contents>).

10 Review

- 10.1** The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved. Relevant mandatory regulatory changes may be

included in between review periods without full governing body review, but will require approval before being published.

Appendix:

Useful links and associated resources:

1. Home school agreements (held on website)
2. Use of Reasonable Force – advice for headteachers, staff and governing bodies (see Gov.UK)
3. Screening, Searching and Confiscation – advice for headteachers, staff and governing bodies (see Gov.UK)
4. Exclusions Guidance (see Gov.UK and Hackney Learning Trust Website)
5. Safeguarding (see Safeguarding policy)
6. SEN Code of Practice (see Gov.UK and SEN policy)
7. The Government's former expert adviser on behaviour, Charlie Taylor, has produced a checklist on the basics of classroom management. Teachers can use it to develop between five and ten essential actions to encourage good behaviour in pupils. ([Gov.uk](#))