



Behaviour and Discipline Management Policy

1 Aim of the School

The aim of Barningham CEVC Primary School is to provide an excellent education in a healthy, safe, supportive learning environment, where people are valued and make positive contributions to the school community, and where pupils enjoy and achieve and go on to attain social and economic well-being as responsible, independent members of society.

The policy outlines the commitment of the pupils, staff and governors to promote equality. This involves tackling the barriers which could lead to unequal outcomes so that there is equality of access and the diversity within the school community is celebrated and valued.

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. At Barningham CEVC Primary School, equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics (Equality Act 2010).

2 Principles

We believe that pupils and staff at Barningham CEVC Primary School have the right to be treated with respect and courtesy. They also have the right to work and study in an effective, safe, well-ordered learning environment where standards of behaviour and discipline are high.

We expect staff to model excellent conduct and support pupils at all times. We also require a consistency of practice amongst staff across the school to ensure that pupils know the standard of behaviour that is expected of them, as well as recognising exemplary behaviour and attitude to learning by pupils.

At the same time, we expect the highest standards of behaviour and conduct from our pupils on any occasion which is coordinated by the school, including all education visits. We want our pupils to develop positive personal qualities and sound personal relationships founded on mutual respect.

The Behaviour Policy ensures that we offer all pupils an education of the highest quality as an essential preparation for life and to enable each pupil to develop their talents to the full, both as an individual and as a member of the wider community.

3 Equal Opportunities

- The school expects high standards of behaviour from all pupils.
- Some individual pupils need additional support to meet these high standards.
- The school's procedures for disciplining pupils and managing behaviour are fair and applied equally to all.
- Exclusions are monitored by gender, ethnicity, special educational need and 'disadvantage' (or Pupil Premium status) and action is taken appropriately to address any disparities between different groups of pupils.
- All staff operate consistent systems of recognition and discipline.
- All data and information is kept secure and we have a GDPR and Privacy Policies in place.
- Pupils, staff and parents are made aware of policies and procedures for dealing with harassment.
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4 Core Expectations

As an essential part of creating a culture of high expectations and success, it is very important that all pupils take responsibility themselves and meet the Core Expectations (see Appendix 1) throughout the day.

The Core Expectations for all pupils at Barningham CEVC Primary School are as follows:

1. Treat staff, other pupils and the school environment with respect at all times;
2. Arrive in correct uniform, on time and with the required equipment;
3. Demonstrate at least a secure attitude to learning;
4. If you do something wrong, apologise and repair the situation.

Pupils who do not meet these core expectations may receive warnings or sanctions as outlined in the behaviour protocols below in conjunction with the Rainbow Ladder.

5 Behaviour Protocols

Good behaviour will be praised and promoted.

Poor behaviour will be discouraged. The following system of warnings may be applied in sequence giving pupils appropriate time to adjust their behaviour:

First Warning

The pupil is given a verbal warning for their behaviour. The teacher may explain that the behaviour is unacceptable and give the pupil time to accept their mistake and apologise. At an appropriate point, the teacher will decide upon a sanction and use the Rainbow Ladder to record the poor choice.

Second Warning

The pupil is given a second verbal warning for their behaviour. The teacher may explain that the behaviour is unacceptable and give the pupil time to accept their mistake and apologise. At an appropriate point, the teacher will refer to a member of the Senior Leadership Team (SLT) to decide upon a sanction and use the Rainbow Ladder to record the poor choice.

Third Warning

The pupil is given a third verbal warning for their behaviour and removed from the lesson.

Apologies and Reparation

Several strategies may be employed to achieve 'closure' on an incident and to ensure that poor behaviour is not repeated.

All pupils are expected to accept responsibility for their actions. When a pupil receives a warning or a sanction they are expected to apologise and repair. It is ideal for a pupil to give the sincere apology without having to be prompted or asked. The pupil should also think of a suitable way to repair the situation.

Apologies must be sincere. They can be face to face or in written form. Reparation can be in the form of completing missed work, promising and demonstrating improved behaviour in the future.

It may be the case that a pupil feels they have been unfairly treated. They may disagree with the sanction given. They should take an appropriate opportunity (e.g. during Break or Lunchtime) to respectfully discuss the matter with the member of staff. They may speak to a member of staff, such as the Pastoral Support Practitioner (ELSA TA), to help them resolve the issue.

In cases where a pupil's failure to apologise and repair presents a risk to the safety, health and well-being of others in the school internal exclusion may be necessary until the risk is reduced. Repeated refusals to apologise and repair are both an indication of deeper issues that may need to be addressed as well as a refusal to meet the Core Expectations of the School.

Support

Pupils are supported in school by teachers and support staff. Staff or parents/carers who have concerns about a pupil's behaviour should contact the teacher, Pastoral Support Practitioner (ELSA TA) or Head Teacher.

Record Keeping

It is important to keep detailed records of behaviour incidents and also be used to record formal contact with pupils and parents/carers.

Records (electronic and/or paper) are maintained when liaising with outside agencies such as Educational Welfare Officers (EWOs) and social workers. These records are vital in terms of providing evidence for further action and support.

Attendance and Lateness to School

It is the responsibility of the school and parents to work together to ensure that pupils' attendance is as close to 100% as possible. Guidance on attendance and procedures for dealing with attendance problems is given in our Attendance Policy.

Lack of punctuality affects learning and behaviour not only of the pupil who is late, but it has an impact on all other learners. Arriving on time to lessons is therefore one of our core expectations.

Equipment and Materials

It is important that all pupils bring the correct equipment such as PE kit in order to fully engage with the learning and optimise their chances of making the best possible progress.

Minimum of Secure Attitude to Learning

We expect all pupils to display a minimum of a secure attitude to learning. This is necessary in order for our pupils to fulfil their potential and can include: listening carefully without talking when a member of staff or another pupil is talking to the class; following staff instructions for learning without argument or discussion; attempting all tasks to the best of a pupil's ability.

Uniform

It is expected that pupils will wear the correct uniform during all learning times in line with our uniform rules, as per our core expectations.

If a pupil does not meet these expectations, the staff member will explore the circumstances with pupils. Staff will talk to parents and carers to see how they can support. ■

6 Guidance relating to specific areas of behaviour

Endangering the well-being of members of the school community

All members of the community have a responsibility to act in a way that does not endanger the safety, health and well-being of any members of the school community. Whether intentional or not, dangerous behaviour is a very serious matter and may result in a fixed-term external exclusion or a permanent exclusion in severe cases.

Swearing / Threatening Language / Verbal Abuse

Swearing is regarded as verbal abuse and is unacceptable. Any use of language that harms the well-being of another member of the community is unacceptable and therefore internal and external exclusion may be used. The sanction will vary according to the severity of the incident.

Hate or Prejudice-related Behaviour

Hate or prejudice-related behaviour is unacceptable and will not be tolerated. This includes the use of prejudice related language. The school aims to promote an atmosphere of understanding to demonstrate that discriminatory behaviour of any kind is unacceptable – this includes racism, homophobia and disability related discrimination.

All hate or prejudice-related incidents are recorded with a list of racial, homophobic and disability related incidents submitted to the Local Authority on an annual basis. The sanction for hate or prejudice related behaviour will vary according to the severity of the incident, with more significant or repeated incidents leading to fixed term exclusion and possibly a permanent exclusion.

Bullying

We aim to make the school a 'bully free' zone. Staff are trained to be alert to signs of bullying and to notify the Pastoral Support Practitioner in the first instance of any concerns. We also encourage pupils and parents/carers to notify the school of any bullying. See Appendix 2

All incidents of bullying will be recorded and a tracking procedure will be used to highlight repeat occurrences.

Staff will work with the bully and the victim plus the parents/carers to ensure the victim feels safe in attending school. Outside agencies may be involved e.g. the EWO and the police. We also work with both the victim and the perpetrator, offering support and guidance on how to end the bullying, including restorative justice, peer mentoring and mediation.

Pupils are made aware of what constitutes a positive relationship and how to report and deal with bullying bullies through the curriculum, including PSHCE days, tutor time activities and themed assemblies.

Violence

Violence and threatened violence are unacceptable in school and will not be tolerated. It is also a basic expectation of all pupils that they will respond to aggression with de-escalation strategies. Each incident will be investigated and where necessary the perpetrator(s) will be punished.

An actual or threatened physical attack presents a risk to the safety, health and well-being to others in the community and therefore exclusion may be used. The sanction will vary according to the severity of the incident: second and/or subsequent offences will likely attract an increased sanction. Persistent offenders will face permanent exclusion. In extreme cases the pupil may face permanent exclusion for a first offence.

Prohibited and Banned items

The following items are prohibited. Pupils who bring these items onto the school site will risk internal or external exclusion and may be reported to the police.

- 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.

In addition to 'prohibited items' the school does not allow certain items in order to maintain high standards of safety and behaviour. These banned items include:

- E-cigarettes, vapes or any items that might be related to the use of tobacco or drugs.
- Legal drugs such as 'legal highs', 'over the counter' pharmacy drugs or prescription drugs without prior agreement with the school office.

Knives and weapons

Pupils are not allowed to bring to, or use in school, any type of gun, any type of knife (including craft knives or pen knives), laser pens and other weapons or dangerous items. Pupils who do will likely be externally excluded from school for a fixed period depending on the nature of the offence. Very serious offences may be punishable by permanent exclusion. The police may be informed in cases where a dangerous weapon is brought onto the school site.

Tobacco

Smoking is not allowed anywhere on school premises or during travel to and from school. Pupils who are caught smoking and/or in possession of smoking materials could be excluded. Smoking materials will be confiscated and destroyed rather than returned to the pupil and/or parent/carer.

Alcohol

Alcohol is not allowed in school or during travel to and from school. The consumption, supply or possession of alcohol by a pupil presents a clear threat to the safety, health and well-being of others and will result in an internal or external exclusion, depending on the severity of the circumstance. Alcohol will be confiscated and destroyed rather than returned to the pupil and/or parent/carer.

Illegal Substances

The School has a clear code for dealing with any instances of substance misuse. The code is as follows:

- a) Pupil found using and/or in possession of an illegal substance in school for a first instance will face a fixed term exclusion of five days.
- b) Pupil found using and/or in possession of an illegal substance in school for a second instance will face a permanent exclusion.
- c) Pupil found supplying illegal substances (with or without the exchange of monies or material goods) or intending to supply such substances will be given a permanent exclusion.

These are dealt with under our Drugs Education Policy.

Use of Aerosols

The use of aerosols in classrooms by pupils is banned unless directed by a staff member for the purposes of learning. Sanctions may be used in such instances where this is not adhered to.

Truancy

Truancy is an unacceptable risk to the safety, health and well-being of pupils. Pupils who are absent from lessons, or who leave the school site during the day without permission, will be regarded as truants. Serious cases and/or persistent offences of truancy will result in exclusion.

Inappropriate use of the Internet

Pupils are forbidden to use the internet inappropriately. The Acceptable Use of ICT Policy, Facebook Policy of Social Networking and accompanying User Agreements detail what is considered acceptable and unacceptable use of any aspect of technology, be it mobile phones, computers or social networking. Sanctions may be used in such instances.

Damage to the School Fabric or Furniture

If the damage is accidental, there will be no charge. If the damage is the result of reckless behaviour the cost of repair/replacement is shared between those involved.

Deliberate or malicious damage will result in the full cost of replacement or repair and, depending on the incident, further sanctions, including exclusion.

Setting off the Fire Alarm

Setting off the fire alarm or damaging fire protection equipment is a serious act that puts the health and safety of pupils and staff at risk. Reckless behaviour which results in the fire alarm being set off is unacceptable. Any pupil who intentionally sets off the fire alarm will likely be externally excluded from school. Repeat offenders will face permanent exclusion.

Theft

Theft from the school, pupils or staff will attract internal or external exclusion, depending on the severity of the incident. Second and/or subsequent offences will attract a longer period of exclusion. Persistent offenders will face permanent exclusion. Very serious first offences may be punishable by permanent

exclusion. In addition, the cost of those items that have been stolen will be recovered from the pupil concerned.

Defiance of Staff

Defiance of staff at any level will not be tolerated. In modest cases of defiance, warnings may be issued. Persistent or more severe cases of defiance present a risk to the safety, health and well-being of themselves and others and will result in the school contacting the parent or carer immediately and agreeing on a sanction. Extreme cases of defiance may result in external or permanent exclusion.

Use of Personal Information Technology

Personal IT should not be brought into school unless under exceptional circumstances. The IT equipment should be stored in the school office and pupils and staff sign for it at the end of the day.

Behaviour during the Journey to and from School

The journeys to and from school (this includes pupils who walk or cycle to school, or travel on the daily home to school transport) are governed by school behaviour rules. The same sanctions will apply. Once pupils have arrived on the school site in the morning, they are not permitted to leave the site without permission.

It is expected that pupils will behave well on the journey to and from school. Poor behaviour on buses is a threat to the safety and well-being of others and is completely unacceptable. Likewise, rudeness to drivers and other adults will not be tolerated.

7 Support, Monitoring and Further Consequences

When a pupil behaves inappropriately, it is important that the pupil, parents/carers and staff work together to help the pupil to avoid such behaviour in future.

Monitoring and improvement

Members of the SLT will monitor behaviour. Strategies may involve:

- Support from our pastoral staff;
- Tracking of the behaviour;
- Concerns raised with parents/carers by phone, email or letter;
- Meeting with SLT, pupil and parents;
- Pupil placed on report to encourage improved behaviour;
- Support from outside agencies enlisted;
- Alternative educational placement sought.

Exclusions

All exclusions are an extremely serious matter.

When a pupil has behaved in a way that demonstrates that they are not willing to adhere to the school's behaviour policy, and therefore are a threat to the safety and/or learning of others they will be excluded from lessons. Parents and/or carers of pupils who are externally excluded or repeatedly internally excluded are at risk of Permanent Exclusion. Such pupils will be invited to attend a meeting with their class teacher to discuss appropriate support to address the behaviour and may be placed on a 16-week probation under the Suffolk Pupil Support Framework. If a pupil continues to fail to adhere to the behaviour policy of the school, they may be invited to attempt a managed move to another school, attend an alternative education site and/or attend a Pupil Disciplinary Review with the relevant professionals.

For any external exclusion, pupils and their parents/carers will be required to attend a re-admission meeting. The pupil may not be permitted back into lessons until such a meeting takes place. The pupil will be expected to make an apology (usually face to face) to any injured parties as part of this process. A record of this meeting should be placed on the pupil's blue file.

Internal Exclusion

Pupils who present a manageable risk to the safety, health and well-being of themselves or others will be internally excluded. Whilst in internal exclusion, pupils will continue to be required to learn and behave in accordance with the school's behaviour policy. When a pupil has received an Internal Exclusion, parents and carers will be informed.

External Exclusion

Pupils whose behaviour presents an 'unmanageable' risk to the safety, health and well-being of themselves or others will be externally excluded for a fixed term until the risk can be significantly reduced to a manageable level. In severe cases a Pupil Disciplinary Review may take place where the parents/carers and relevant professionals discuss whether the risk can be reasonably managed. If the school has exhausted all reasonable strategies to reduce the risk to a manageable level or if the pupil has committed a 'one off' breach of the Behaviour Policy that the behaviour of the pupil cannot be reasonably managed, the pupil will be permanently excluded.

The School is guided by the latest DfE recommendations on exclusions (https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion_from_maintained_schools__academies_and_pupil_referral_units.pdf). The decision to externally exclude a Pupil can only be made by the Head Teacher.

As part of the Equal Opportunities policy, the Head Teacher will monitor all exclusions based on such issues as gender, ethnicity, special educational needs and 'disadvantage' (or Pupil Premium status). Disparities will be addressed appropriately and preventative action will attempt to redress imbalance.

The Use of Force

There are times when it is necessary for staff to use force. We follow the DfE guidance on the use of reasonable force

(https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf). All staff receive annual guidance on the reasonable use of force and a small group of key staff are given annual training on more specific aspects of restraint.

Related Policies

Acceptable use of ICT including mobile phones
Attendance
Anti-bullying
Behaviour Statement
Confidentiality (Data Protection)
Dealing with Abuse, Threats and Violence towards Staff Policy
Disciplinary
Drugs Education
Facebook including social networking
GDPR
ICT and Mobile Phones
Risk Assessments
Safeguarding
Use of Restraint

Appendix 1

Summary of Behaviour Procedures

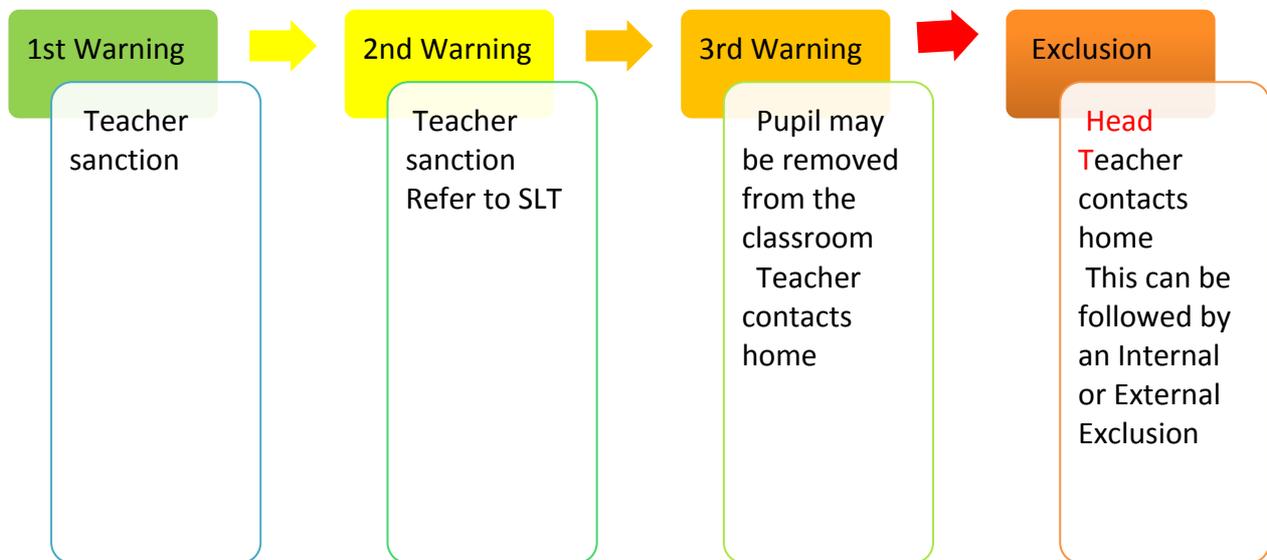
Core Expectations

The Core Expectations for all Pupils at Barningham CEVC Primary School are as follows:

1. Treat staff, other pupils and the school environment with respect at all times;
2. Arrive in correct uniform, on time and with the required equipment;
3. Demonstrate at least a secure attitude to learning
4. If you do something wrong, apologise and repair the situation.

Behaviour Protocols

Please note that Pupils who fail to complete their sanction (including apology and reparation) will receive the next level of sanction.



Appendix 2

Anti-bullying Guidelines

Bullying is considered to be the following:

- Deliberate behaviour that is intended to cause suffering to another;
- It is behaviour that is persistent;
- It constitutes a misuse of power aimed at a specific person;
- It is intimidating behaviour aimed at a specific person/people.

Bullying may include any of the following:

- Physical assault (hitting, kicking or punching) or threat of physical assault;
- Personal items being deliberately damaged or stolen;
- Forcing Pupils to do something against their will;
- Excluding an individual in such a way that they are made to feel vulnerable and different;
- Making verbal comments or threats which are inappropriate, including those of a racist, sexist or homophobic nature;
- Making graffiti which is inappropriate
- Ignoring or refusing to speak to another Pupil;
- Any form of behaviour which is the result of a specific strategy to make an individual feel miserable;
- Sending offensive messages via social media, text or email;
- Organising and/or inciting others to do any of the above.

Even where heightened awareness and clear policies exist, Pupils may still exhibit anti-social behaviour. Members of staff should be aware of the following signs:

- Items of clothing lost or damaged
- Pupil may become withdrawn and reluctant to say why
- Decline in academic progress
- Reluctance to attend school and absenteeism
- Money goes missing or needs to be borrowed

Bullying can take place anywhere, including:

- On the journey to and from School
- Walking between lessons
- During break and lunch times
- During registration and lessons
- At home and/or outside School
- Via mobile phone or online.

The **Behaviour and Discipline Management Policy** will be revised by the **Steering Committee** (Pupil Discipline) annually.

September 2019

To be revised September 2020.