St Andrew's C of E School, Totteridge

BEHAVIOUR AND DISCIPLINE POLICY	
(Statutory Policy)	
(Pupil Wellbeing Committee)	
(Approval by Pupil Wellbeing Committee – 3 Year Review Cycle)	

Date to be implemented from:	March 2021
Date to be reviewed by:	18th March 2024
Date Reviewed by Sub Committee:	18th March 2021

Approved by:

Signed: .... (Chair – Pupil Wellbeing Committee)

(Print Name)   ....

Date   ....

This Policy supersedes any previous Policy of this name or instructions that pre-date this edition.

This Policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this School.

1   Policy Statement

1.1   St Andrew's School affirms that individuals are entitled to equal rights, responsibilities and opportunities. The School strives to ensure that all individuals are equally valued and everyone is treated with respect. St Andrew's will challenge any Behaviour that stops people from learning.

1.2   St Andrew's School will meet its legal requirement to have a Behaviour and Discipline Policy and meet any other legislation or requirements to ensure a calm environment for pupils, staff, parents/carers and visitors.

1.3   The Policy will be readily accessible within the School on the Website and in hard copy on request

1

2   Reviewing the Policy

2.1   Reviewing the Policy – St Andrew's School will assess the implementation and impact of this Policy on a continuous basis and undertake a regular formal review on an annual basis to ensure it is fit for purpose.

2.2   The Behaviour Policy recognises the School's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEND) and will be revisited, in conjunction with other relevant polices (eg. Accessibility, SEND) to ensure this Policy meets the needs of all new cohorts/pupils with specific needs that may result in behaviour issues.

3   School Vision

3.1   Our vision is to become an outstanding School within a loving, Christian community.

3.2   Our parents/carers, children and staff will work together to enable all children to:
- achieve their potential
- learn in a safe, stimulating environment
- enjoy learning now and in the future

4   Purpose of Policy

4.1   At St Andrew's School, we are committed to providing an atmosphere conducive to learning. This includes demonstrating exemplary Behaviour at all times throughout the School. We encourage children to set high expectations of themselves in order to achieve their potential. This Policy sets out our expectations and gives a framework for implementation.

4.2   This Behaviour and Discipline Policy provides a framework that translates the values and aims of the School into effective procedures to regulate the conduct of pupils and enable each child to learn.

4.3   At St Andrew's School, we view all Behaviour and Discipline through the Christian ethos of our

School. We value the child and focus on dealing with any action(s) that the child may have made and support pupils to modify their actions.

4.4 All staff have a responsibility to expect and maintain the highest possible standards of behaviour throughout the School and at all times and should act as role

5 Aim of Policy

5.1 The aim of this Policy is to create a culture and ethos where poor Behaviour is regarded as unacceptable and prevents any Behaviour that could be deemed or become bullying if not addressed.

5.2 This Policy aims to provide a consistent approach to behaviour management as a clear School Behaviour Policy, consistently and fairly applied, underpins effective education.

5.3 This Policy supports our wish to promote a Christian environment where everyone can work together safely, happily and productively.

5.4 This Policy provides a framework that translates the values and aims of the School regarding Behaviour and Discipline into effective procedures to enable each child to learn in a supportive, caring and safe environment.

5.5 This Policy encourages all children to: respect individuals, develop self-esteem and self-confidence, and maintain self-discipline in an atmosphere of mutual trust, honesty and fairness.

6   Definitions

6.1 For the purposes of this policy, the school defines "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft

- Verbal abuse, including swearing, racist remarks and threatening language

- Fighting and aggression

- Persistent disobedience or destructive behaviour

- Extreme behaviour, such as violence and serious vandalism

- Any behaviour that threatens safety or presents a serious danger

- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school defines "low-level unacceptable behaviour" as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework

4

- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

"Low-level unacceptable behaviour" may be escalated to "serious unacceptable behaviour", depending on the severity of the behaviour.

6.2   Poor Behaviour is a barrier to learning and can be either low-level or high-level. Low-level is not overtly confrontational (talking, moving, wasting time, relations between pupils and staff) but theycan be a distraction from Teaching and Learning and may lead to worse Behaviour at a high-level if not challenged.

6.3   High-level disruption is serious and overtly confrontational and challenging. This is wherepupils challenge authority, refuse to obey rules and may resort to frequent verbal abuse that canlead to physical abuse and bullying.

6.4   Poor Behaviour can take place in a number of places and the School and the staff will be vigilant to ensure that all areas of the School premises are monitored. Pupils should:

6.4.1   in the classroom/hall/Breakfast Club/After School Club

Always be aware that people are working in classroom sand you do not have the right to disturb them Listen carefully and pay attention to the teacher/speaker
Treat the room, furniture, equipment and displays with care
Treat other pupils and staff with respect
Put things away in the correct place
Not take someone else's things or borrow them without permission
Remember to respect quiet areas
Line up quietly to go to and from Assembly
Always leave the area tidy

6.4.2   on the corridor

Walk quietly in corridors and never run
Always be aware that pupils are working in classrooms and you do not have the right to disturb them
Hang coats and bags in the correct place
Pick any clothing up from the floor and return them to the correct place
hang PE kits in a bag in the correct place

6.4.3   in the toilets

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Use the toilets properly and respect them Always

wash your hands after being to the toilet

Toilets are not play areas and pupils should not hide or play in there
Never eat food in the toilets
Any evidence of misuse or damage should be reported at once
Always gain permission if you need to go to the toilet during lesson time

6.4.4   in dining areas

Go outside as directed and wait to be called Line up
quietly and wait until allowed to enter
Walk into the dining room and queue quietly for lunch and meals Collect
lunch/meal and find the next available seat to eat lunch Remain seated
whilst eating lunch
Eat food sensibly
Place rubbish, left-over food and cutlery in appropriate place   Go
outside and get some fresh air after meals

6.4.5   in the playground

When at School and during break times, stay within the playground boundary
In special circumstances, pupils may be allowed into School at different times and may go into their classrooms if a teacher is there
When the bell rings walk quietly to into line and wait sensibly
Play safely and fairly and share equipment
On finding any lost property hand it in immediately

6.5   High-level poor Behaviour may also happen on the way to and from School. In such cases, the Head Teacher is empowered by law to deal with such incidents (Section 89(5) of the Education and Inspections Act 2006) but must do so in accordance with the School Policy. St Andrew's is concerned with our pupil's conduct and welfare beyond the School gates and we will do what we can to address any persistent issues that occur off the School premises. This may include:

6.5.1   Talking with the Diocese or Local Authority

6.5.2   Talking with the Head Teachers of neighbouring Schools

6.5.3   Talking with the local Community Police Officer

6.5.4   Talking with local transport companies, bus operators and/or School taxis

6.5.5   Talking with parents/carers about Behaviour to School for children if not accompanied by an adult

6.6   Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. A punishment must be proportionate and reasonable.

6.7   To be lawful, any punishment must satisfy the following three conditions:

6.7.1   The decision to punish a pupil must be made by a paid member of School staff or a member of staff authorised by the Headteacher

6.7.2   The decision to punish the pupil and the punishment itself must be made on the School premises or while the pupil is under the charge of the member of staff

6.7.3   It must not breach any other legislation (eg. in respect of disability, SEND, race and any other equalities and human rights

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7 Underlying Principles to address Behaviour

7.2 Managing Behaviour is not just about responding to inappropriate Behaviour. It is about creating the conditions that encourage positive Behaviour within clear, robust, Behaviour and Discipline systems and a framework of consequences, which are understood by all (Parents/carers, pupils and staff) and contributed to by these key Stakeholders.

7.3 There needs to be a balance of sanctions and a focus on positive recognition of appropriate Behaviour.

7.4 Consistency in the use of sanctions and praise is vital

7.5 Rules and Regulations need to be reviewed together at regular intervals in order to secure pupil commitment

7.6 Pupils need space and time to be able to self-review their own Behaviour against the Rules

7.7 There needs to be a clear balance between identifying poor Behaviour and attention seeking, which could flag up other needs, issues or challenges the pupil is facing

7.8 Effective systems are in place for pupils with SEND, EAL or specific needs

7.9 All incidents are dealt with quickly and fairly

7.10 Staff will be good role models for Behaviour expectations

7.11 We have agreed the following actions:

- we will focus on the positive, we expect good Behaviour as the norm and we should be seen to value and encourage it

- all children and adults will be encouraged to take responsibility for their own actions

- our accepted code of conduct is that everyone will act with courtesy and consideration to each other at all times

- we have a zero tolerance for bullying
- our daily worship will focus on our values and enhance social, moral, spiritual and cultural development
- to make clear to all our expectations regarding Behaviour and Discipline (see Rewards and Sanctions)

7.12   We expect our pupils to:

- do what they are asked first time
- be in the right place at the right time
- always say 'please' and 'thank you'
- speak in turn and not interrupt others
- listen to what teachers have to say
- try hard to do every piece of work and not distract others
- don't name call or leave others out but share
- never fight or use harmful language to try and get our own way
- never encourage anyone else to behave in an inappropriate way
- take responsibility for their own actions

7.13   We do not allow the following prohibited items on our premises:

- knives or any weapons
- any article that likely has been, or is likely to be, used to commit an offence
- alcohol or tobacco (staff may only have these with express permission of Head)
- illegal drugs or substances likely to cause addiction or harm
- stolen items
- fireworks or explosives
- pornographic or unacceptable images
- recordings or voicemail which is unacceptable

7.14   We believe that there are consequences to making a bad choice and that pupils should be encouraged to see this. However, every pupil needs the opportunity to redeem themselves – so every day is a fresh start. Disapproval must be directed at the Behaviour not the child.

8   Procedures

Instances of unacceptable behaviour are taken seriously and dealt with immediately.
The school HLTA will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health problems.
After an initial incident of negative behaviour, the following sanctions are implemented:

- The pupil is sent to the Headteacher/Deputy headteacher immediately or, in their absence, the most senior member of staff.
- The senior staff member investigates the incident and decides whether it constitutes unacceptable behaviour.
- If the senior staff member deems the incident to be unacceptable behaviour, they will record the incident in the Behaviour Log, as well as on the pupil's Behaviour Contract if they have one. The behaviour will also be recorded on the pupil's permanent record.
- Where deemed necessary, the pupil will be moved to isolation – the senior staff member will determine the length of the period the pupil will spend in isolation, as well as any detention time.
- Where deemed necessary, the senior staff member will inform the pupil's parents and invite them to discuss the incident.

Following repeated incidents of unacceptable behaviour, the following sanctions are implemented:

- The headteacher will consider whether the pupil should be excluded for a fixed term, in line with the school's Exclusion Policy, and will determine the length of the exclusion.
- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place from the school's national SEND budget.
- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place.

Following further incidents of unacceptable behaviour, the following sanctions are implemented:

For discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, as per the Equality Act 2010.

1

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other relevant information.

Prevention strategies and sanctions for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour, minimising the severity of incidents, and using sanctions effectively and appropriately to improve pupils' behaviour in the future.

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school focusses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments and/or emotive insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

8.3   Failure to amend Behaviour will result in further appropriate strategies being employed. These may include:

- meeting with parents/carers
- meeting with the Inclusion Manager (if applicable)
- notifying external Behaviour Support
- development of a Behaviour support plan
- fixed term exclusion
- permanent exclusion

1

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Permanent exclusion would be only be considered in extreme circumstances and meet with statutory requirements.

8.4   The **Teachers** will:

- have high expectations for Behaviour and expect good Behaviour as the norm

- provide challenging and stimulating activities and work that enables pupil to progress

- ensure teaching and learning provides a safe environment

- enable pupils to take increasing responsibility for their own learning and actions

- apply rules fairly and consistently

- praise and reward good Behaviour

- challenge poor Behaviour

- ensure good Behaviour outside the School, where pupil are under the charge of the teacher eg. on School visits

- take prompt appropriate action to deal with inappropriate or dangerous Behaviour

- be aware of the needs of each individual pupil according to ability and aptitude

- work with other staff and parents collaboratively

- advise parents of good or poor Behaviour

- act as a role model for good Behaviour

8.5   The **School Leadership** will:

Headteacher

- provide a positive ethos to encourage good Behaviour and keeps pupils safe

- ensure the curriculum is fit for purpose and provides opportunities for celebrating good Behaviour

- determine the expectations for Behaviour within the School and must have regard to any guidance or notification provided by the Governing Body on Behaviour

- prioritise incidents involving racism, homophobia, sexism or bullying of disabled or SEN pupils

- identify which staff have authorisation to undertake searches, give detentions and punish pupils

- provide and support staff in an appropriate range of sanctions to deal with poor Behaviour

- ensure staff are trained and up to date with Behaviour strategies

- ensure staff link the requirements of other Policies and statutory guidance (bullying, exclusions, SEND, anti-racism, Prevent Strategy) with this Policy and undergo training to provide a supportive environment

- set out clear measures that promote good Behaviour, prevent bullying and ensure pupils complete their work

- ensure there are clear guidelines on the use of sanctions and rewards and monitor their use

- ensure that the Governing Body publishes its written statement of principles (and also on the web) to help determine the measures that make up the School's Behaviour Policy

- publicise the School Behaviour Policy, in writing, to staff, parents and pupils at least once a year

- ensure pupils, staff, parents/carers and Governors all understand this Policy and its implications

- consult with pupils, parents/carers and staff about any changes to the principles guiding the Behaviour Policy

- monitor and evaluate this Policy at regular intervals

- act as positive role models for the School Community

Governance

- The Governing Body will publish a copy of this policy on the School website

- The Governing Body's will publish a statement of Behaviour principles

- Monitor the frequency of serious Behaviour incidents and how they are dealt with\

- Give the Headteacher a steer in a statement of principles, on issues to do with Behaviour that includes:

  - acceptable screening and searching of pupils and the process to be used

  - the powers of reasonable force usage and other physical contact / touch

  - the power to discipline beyond the School gate eg. on trips or on the way home

  - when to involve other local agencies to assess the needs of pupils who display continuous disruptive behaviour and are not responding to School strategies

  - pastoral care provision for staff if accused of misconduct

9   Sources of further information and support

Governance Handbook - Gov.UK

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/925104/Governance_Handbook_FINAL.pdf

Using reward systems in the classroom - TES
https://www.tes.com/teaching-resources/blog/using-reward-systems-classroom

Managing Pupil Behaviour – Education Support

https://www.educationsupport.org.uk/resources/life-guides/managing-pupil-behaviour

Below the Radar – low level disruption in Schools - OfSTED

https://www.gov.uk/government/publications/below-the-radar-low-level-disruption-in-the-countrys-classrooms

Use of Reasonable Force in Schools – Gov.UK

https://www.gov.uk/government/publications/use-of-reasonable-force-in-Schools