

Context

This policy is written in consultation with all staff and children, within the context of the *Education & Inspections Act 2006 (EIA 2006)* and *Behaviour and discipline in schools advice (DfE Feb 2014)*. It provides a statutory power for teachers and certain other school staff to discipline pupils. There is a provision to give head teachers powers to search pupils for prohibited items (see Appendix 8 – teacher's powers) and to discipline pupils outside of school premises. King's Lodge School also acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

Rationale

- When teachers expectations of children's learning and behaviour is high, then children respond accordingly.
- Children respond to praise and acknowledgement of their achievements.
- Parents want the best for their children and certainly want them to behave well, and want to be informed when they do not.

**IT SHOULD BE REMEMBERED THAT MOST CHILDREN WANT TO PLEASE.
IF CHILDREN ARE NOT BEHAVING THERE ARE ALWAYS REASONS –
WE NEED TO LOOK FOR THEM. HOWEVER, WE STILL NEED TO DEAL WITH THE
UNACCEPTABLE BEHAVIOUR AND REMEMBER TO REMIND THE CHILD THAT IT IS THE
"BEHAVIOUR" WE FIND UNACCEPTABLE, NOT THE PERSON.**

Aims

- To bring about a harmonious school community where issues of concern are dealt with swiftly and appropriately, with a successful resolution for those involved, with an emphasis on building key learning skills (BLP).
- To ensure that children throughout the school understand what is expected of them (Appendix 2 – School Bees) and know the reasons why.
- For all adults in school to consistently follow this policy (part of staff expectations document).
- For children to understand that anti-social behaviour is not acceptable, this is to include race, class and gender issues, as well as ability.
- For children, parents and staff to clearly understand that incidents of bullying will not be tolerated (see Appendix 1).

Equal Opportunities

We will enable all children, regardless of lifestyle, race, gender, or ability, (ref the Discrimination/Disability Act 2003) to flourish within a school culture that encourages them to succeed to their very best standard of attainment. We will be mindful of resources, equipment and activities that secure this.

The Headteacher/Deputy Head role is to:

- be supportive to children and their parents, over a period of time
- have high expectations of behaviour throughout the school – regularly discuss the School Bees with the children and to revisit them whenever necessary in assemblies
- ensure new staff members are familiarised with our Positive Behaviour policy/ systems
- involve the School Council/Class Councils as vehicles for positive change – report to governors and on newsletter
- promote a house point system throughout KS 2 and KS1 with the celebration of housepoints shared weekly at Top of the Tree assembly.

- also consider Foundation Stage in the above arrangements (introducing house points in Term 5 and 6)
- hold celebratory assemblies in year groups where "Top of the Tree" certificates are given to the children for their parents to celebrate
- give out positive rewards including Golden Housepoints to deserving children (Appendix 6)
- be supportive to all adults in the school re: management of children and provide regular INSET/ training for teachers, TAs and MDSAs inc support/advice from outside agencies
- be involved with inappropriate behaviour according to the school's Consequence Beehive (Appendix 7)
- discuss with the SLT behaviour of the children as a regular item – record incidents on SIMS
- monitor any incidents of bullying and offer support to both the 'injured party' and the 'offender'
- where necessary take action with children outside of the school's premises and work in conjunction with parents, community members and if necessary people from other services inc play therapy
- induct all newly arrived children and parents so that they are aware of this policy and all of its implications (included in Induction Pack for new families)
- follow DfE advice on the Use of Reasonable Force (July 2013) through our statement on physical interventions as well as LA exclusion guidelines where necessary (Appendix 4)

Key Stage Team Leader's, (KSTLs) role is to:

- support the class teacher (supply teacher) in their management of children
- help with contact between parents and school where necessary
- bring to the attention of the deputy/ head and/or SENCO any inconsistencies in practice or difficulties being experienced by individual teachers – record incidents on SIMS
- show exemplary practice of child management – this *may* include: choices vocabulary, Ask-Tell-Consequence, consequence beehive (Appendix 7), time out, high expectations of behaviour (School Bees)

The class teacher's role (including that of supply teacher) is to:

- foster a calm, open, caring and co-operative environment
- positively reinforce good behaviour, using praise and rewards commonly agreed across the year group and school (inc Golden Time & Housepoints – see Appendix 6)
- discuss with the children the School Bees revisiting each term (one per week) and displaying these prominently, showing that they are valued by the way in which they are presented
- consistently apply sanctions according to the consequence beehive (Appendix 6) and keep records, as necessary – use Ask-Tell-Consequence to remind children of expected behaviour
- establish guidance for lunchtime activities, give copies to MDSAs and have these clearly displayed for children and adults (Playground Bee – Appendix 3)
- hold regular circle times for the children to promote self esteem, positive behaviour and reflective discussion, developing all aspects of emotional intelligence, linking this with PSHEE & C and the SEAL scheme of work, as well as the BLP learning skills
- ensure that parents regularly hear "good news" about their child through Golden tickets and happy texts
- use of provision mapping and IEPs for children on SEN register for behavioural difficulties

The TA's role is to:

- contribute to maintaining an atmosphere that is calm, open, caring and co-operative wherever they work with children, in line with learning in PSHEE, SEAL resources and the Learn4Life scheme of work

- acknowledge good behaviour by the use of praise and rewards (inc Golden tickets & Housepoints – Appendix 6), nominations to the class teacher, team leader, deputy or headteacher, as appropriate, to include Top of the Tree nominations and presentations, and house points at KS2 and KS1
- ensure teachers hear “good news” about the children’s behaviour
- consistently apply sanctions to those children who continue to break the rules, in accordance with Appendix 7

The MDSA’s role is to:

- acknowledge good behaviour at lunchtime, by using Golden Tickets and by giving special responsibilities (Appendix 6)
- consistently apply the School Bees (Appendix 2)
- help the children follow the general School Bees and the playground/field rules (Playground Bee – Appendix 3)
- follow the stepped approach as outlined on the consequence beehive (displaying this prominently for easy reference with the children)
- follow the guidance of activities outlined on the field/playground plan
- have the children ready for the receiving teacher at the end of the lunch-time, if it is wet play
- report good and anti-social behaviour to the class teacher at the end of the lunch-time

Resources

- Top of the Tree certificates and other certificates of achievement to be made available, in the staffroom, by technicians, for year group celebratory assemblies.
- A behaviour plan to be made available, by the SENCO
- ABC record forms (monitored by SENCO)
- Golden tickets (*children acknowledged for following the School Bees*), Golden Time and individual stickers
- Posters – Bullying, School Bees, Playground Bee, Positive acknowledgements, KLS Consequence Beehive – displayed in every classroom
- Appendix 5 (Parent meeting record) should be used when parents are involved, either face to face or through a email/ phone call. When completed, this should be circulated to all those people involved with the child/ren to include the relevant member of the SLT and the HT.

Monitoring

This policy will be monitored by the SLT to include the HT and DH. The link governor for behaviour will also review this policy with the HT once per year to ensure that the practice within the school matches the policy. Where there are differences the policy will be more formally reviewed. Appendix 2 (School Bees) should be reviewed annually and circulated to all staff, parents and governors and publicly displayed for the whole school community on website.

The school will also monitor and assess the impact of this positive behaviour policy on children, staff and parents of different racial, ethnic groups and class. This will be achieved through School Council, staff meetings, Parent Forum, questionnaires and pupil discussion forums.

Evaluation

The HT will report to the full governing body supported by the link governor at least once a year on the standards of behaviour in the school. The staffing and curriculum sub committee will have an agenda item in term 5 and share with the school community annually via assemblies, newsletters and the website in term 1.



Context

The Anti-Bullying Alliance includes the following principles in its definition of bullying:

- Bullying behaviour deliberately hurts someone (either physically or emotionally)
- Bullying behaviour is repetitive
- Bullying behaviour involves the person on the receiving end feels like they can't defend themselves

Aims

- King's Lodge School is committed to providing a safe, caring and friendly environment for everybody at the school
- to create a climate within the school where children feel they can come forward and talk to adults about antisocial behaviour, including bullying- We are a **TELLING** school and we work closely with the school council
- to listen carefully to all involved and take note of what is said
- to direct attention first to the "injured party" after carefully establishing the full facts, giving comfort and reassurance, in a way that will instill confidence for the future

Bullying, which happens over time, can be (*Preventing and tackling bullying: Advice for headteachers, staff and governing bodies. Department for Education, July 2013*):

- Emotional being unfriendly, excluding, tormenting (e.g. hiding belongings, threatening gestures),
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality
- Trans-gender because of, or focusing on the issue of trans-gender bullying
- Verbal name-calling, sarcasm, spreading rumours, teasing inc reference to a child who is adopted or has caring responsibilities.
- Cyber All areas of internet ,such as email & internet chat room misuse
Mobile threats by text messaging & calls
Misuse of associated technology , i.e. camera & video facilities

Bullying is not:

- teasing and banter between friends without intention to hurt
- falling out after a quarrel
- behaviour that all parties have consented to and enjoy – however this needs to be watched as coercion is subtle

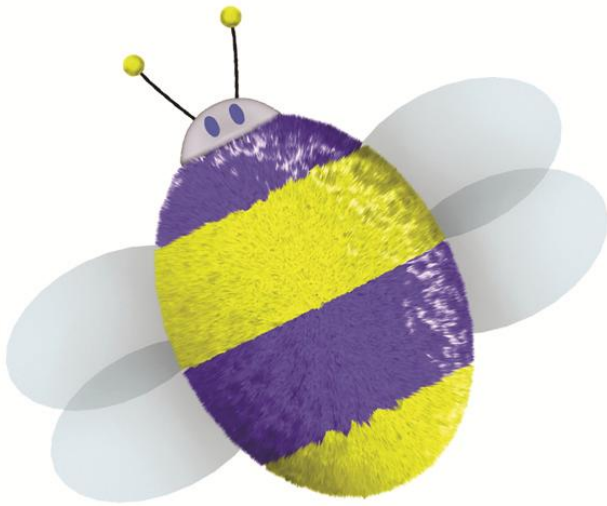
All adults within the school community will:

- act swiftly to bring such anti-social behaviour to the attention of members of the SLT expect to be informed of how any incident has been followed through with parents through receipt of Appendix 5.
- report bullying incidents (using the school's methods of reporting) using Appendix 9;
- give the offender an appropriate consequence and ask them to give a genuine apology.

Senior leaders will:

- inform parents/carers in serious cases and ask them to come to a meeting to discuss the problem;
- investigate the bullying behaviour or threats of bullying and stop bullying quickly;
- attempt to help the bully/bullies change their behaviour;
- provide support for the person being bullied;
- monitor to ensure that the bullying has stopped permanently;
- give support to the offender and their parents, with the introduction of other agencies if necessary.

Evaluation – The HT will report to the governing body at least once a year on the presence or otherwise of bullying within the school. Similarly, the link governor will report three times a year on this, having made formal visits to the classrooms and play areas.



King's Lodge
School
Bees



Be gentle:
Do not hurt anybody



Be kind and helpful:
Do not hurt other people's feelings (Be respectful)



Be a good learner:
Do not waste your own or other people's time



Be careful with all property:
Do not waste or damage things



Be a good listener:
Do not interrupt



Be honest:
Do not cover up the truth

King's Lodge School

Playground Bee:

BE SAFE!!



Kindness Learning Success

Be safe

Enjoy

Share

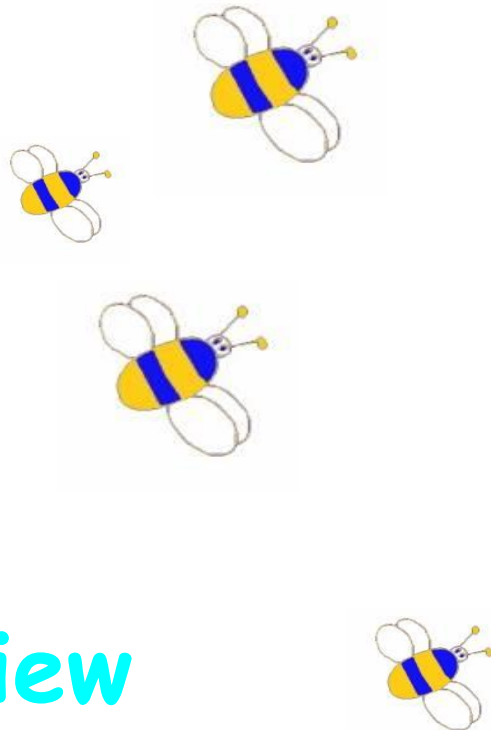
Adult in view

Finish by tidying

away

Everyone follow the

School Bees.....





Use of physical interventions

Where a child's behaviour remains challenging, individual behaviour plans will be put into place to support their development – using appropriate advice from outside agencies.

Physical intervention will only be used as a last resort. TEAMTEACH will be the physical restraint method and will be used only by staff who have been appropriately trained. Training lasts for three years and staff will be trained on a rota basis depending on the priority for individual children, the last date of training and individual suitability (medical needs of staff will be taken into consideration before training occurs). Certificates will be kept on file for all trained staff.

As a school we acknowledge our legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN). We will ensure that relevant risk assessments are carried out and positive handling plans are put in place. Although schools do not require parental consent to use force on a student, at King's Lodge we believe in consultation with parents, and will ensure plans are shared with those whose children may require physical interventions. Records of interventions will be kept and we acknowledge it is good practice for schools to speak to parents about serious incidents involving the use of force.

Reference document: DfE Advice for headteachers, staff and governing bodies on the use of reasonable force (July 2013)

EXCLUSION

If, after consultation with the parents, there is a persistent failure to behave in accordance with the school's expectations, the Head and Discipline Committee of the Governing Body may consider the exclusion of a pupil. Each case will be considered on an individual basis.

Exclusion will only be considered if there is either:

- ◆ frequent disruption of lessons
- ◆ extreme disruption arising from misbehaviour
- ◆ violent behaviour towards an adult or another child
- ◆ repeating failure to respond to the steps laid out in the Behaviour and Discipline policy

In the event of an exclusion, parents will be invited to school to discuss the situation. Arrangements will then be made for learning to be sent home. If parents cannot be contacted, the child will be excluded internally and given adult supervision.

LA Guidelines for timescales, formal letters and procedures are kept in the Social Inclusion file in the Head's office.

King's Lodge School



NOTES FROM PARENT MEETINGS

PARENT/S NAME	CHILD'S NAME	DATE
.....
STAFF PRESENT		

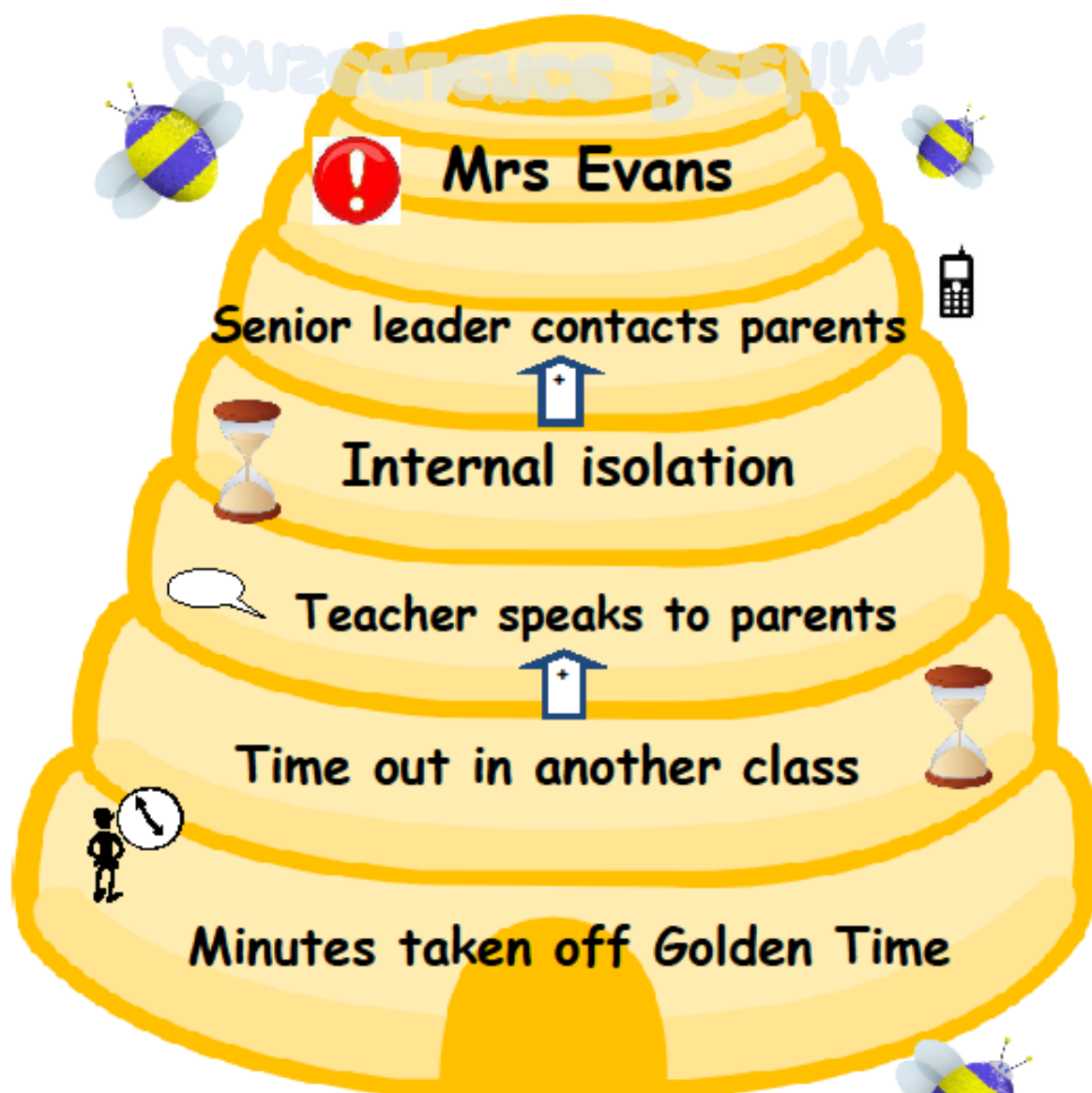
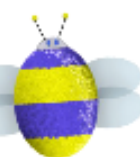
BACKGROUND OF ISSUE RAISED

ACTION	BY WHOM

COPIED TO:

SIGNED:

King's Lodge School Consequence Beehive



Adults will **ask** you calmly to follow the School Bees.

Then they will **tell** you what behaviour is expected.

Next you will be given a **warning** before a **consequence** is given...

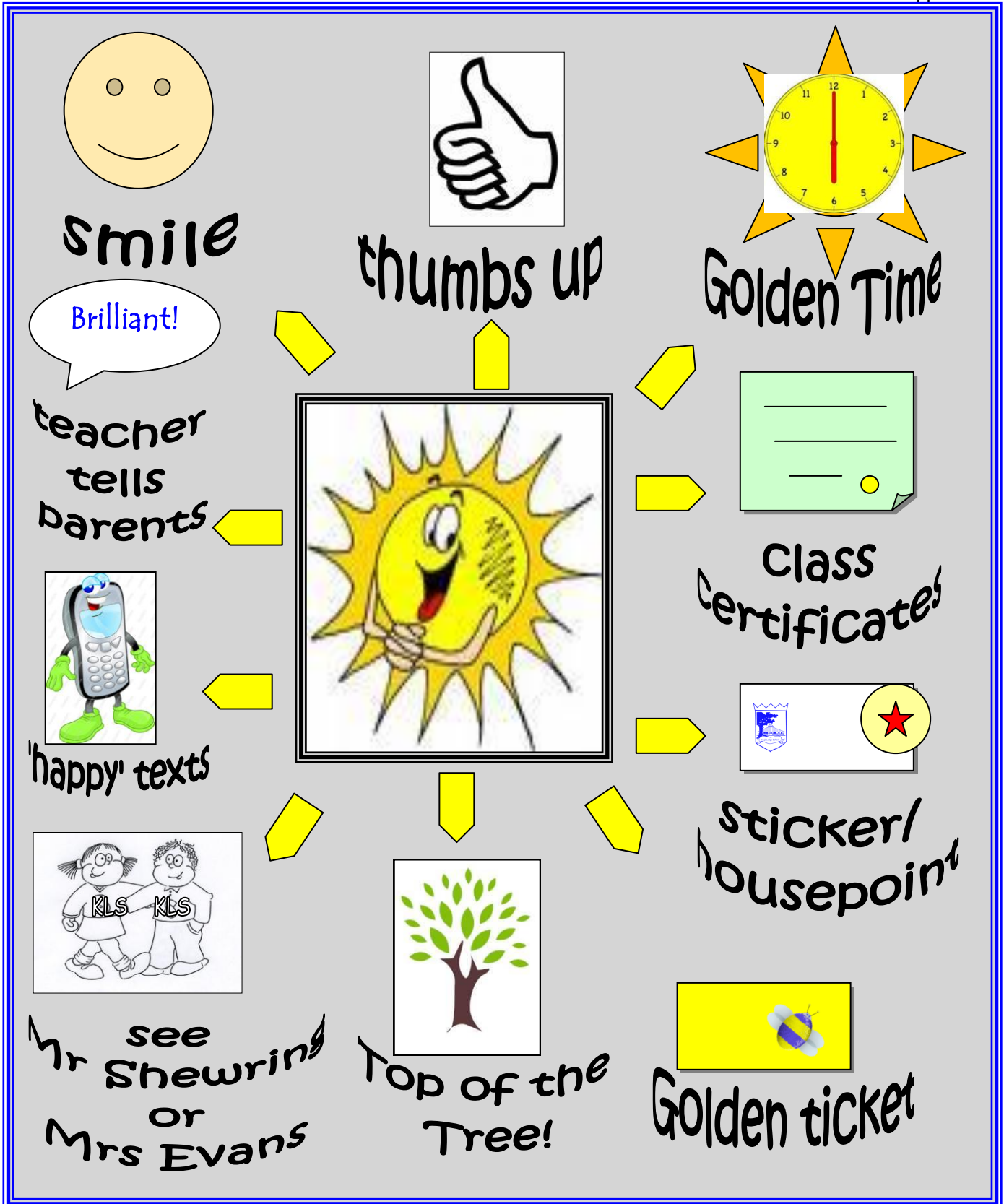
- 1** minute off — if not following school Bees
- 5** minutes off — if you hurt another person
- 5** minutes off — if you are rude to an adult





"Positive Acknowledgements"

Appendix 7





Discipline in schools – teachers' powers

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate pupils' property.

Punishing poor behaviour – What the law allows:

Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.

To be lawful, the punishment (including detentions) must satisfy the following three conditions:

- 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;
- 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; and
- It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

Corporal punishment is **illegal** in all circumstances.

The headteacher may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

Schools should 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.

When poor behaviour is identified, sanctions should be implemented consistently and fairly in line with the behaviour policy. Good schools will have a range of disciplinary measures clearly communicated to school staff, pupils and parents.

Pupils' conduct outside the school gates – teachers' legal powers

- Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable"
- Maintained schools and Academies' behaviour policies should set out what the school will do in response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.

Subject to the behaviour policy, teachers may discipline pupils for misbehaviour when the pupil is:

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

or misbehaviour at any time, whether or not the conditions above apply, that:

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

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Confiscation of inappropriate items – What the law allows:

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1) The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out; and

2) **Power to search without consent** for "prohibited items" including:

- 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; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search – Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

Power to use reasonable force

- Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.
- Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.
- Schools can also identify additional items in their school rules which may be searched for without consent. Force **cannot** be used to search for these items.

Use of Isolation

- Schools can adopt a policy which allows disruptive pupils to be placed in isolation away from other pupils for a limited period. If a school uses isolation rooms as a disciplinary penalty this should be made clear in their behaviour policy. As with other disciplinary penalties, schools must act lawfully, reasonably and proportionately in all cases. Any separate room should only be used when it is in the best interests of the child, and other pupils. Any use of isolation that prevents a child from leaving a room of their own free will should only be considered in exceptional circumstances and if it reduces the risk presented by the child to themselves and others. The school must also ensure the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare.
- It is for individual schools to decide how long a pupil should be kept in isolation and for the staff member in charge to determine what pupils may and may not do during the time they are there. Schools should ensure that pupils are kept in isolation no longer than is necessary and that their time spent there is used as constructively as possible. Schools must allow pupils time to eat or use the toilet.

King's Lodge School



Form for bullying incidents of children

It is good practice for staff to centrally log all incidents of bullying. This form should be completed and handed to the headteacher, deputy or assistant head.

Reported by:

Name and year group of the pupil/s who have been bullied:

Name and year group of the pupil/s who have bullied others:

Date of incident/s _____

Time of incident/s _____

Indicate type of incident/s - please tick one or more boxes

Verbal abuse	<input type="checkbox"/>	Isolation (including being ignored or left out)	<input type="checkbox"/>	Physical abuse	<input type="checkbox"/>
Having personal possessions taken/ causing damage to personal property	<input type="checkbox"/>	Cyber bullying (including text messages, emails, social networking sites...)	<input type="checkbox"/>	Being forced to hand over money	<input type="checkbox"/>
Being forced into something against their will	<input type="checkbox"/>	Spreading rumours/ nasty notes	<input type="checkbox"/>	Other (please specify)	<input type="checkbox"/>

Brief description of incident/s

Advice given/ action suggested by person who logged this complaint

- Have the parents/carers of the pupil/s who were bullied been informed?

- Have the parents/carers of the pupil/s who have bullied been informed?

SLT member - signed: _____

Logged on SIMS: yes / no