



Trinity Church of England/Methodist Primary School

— BUCKSHAW VILLAGE —

Headteacher: Mrs Jill R Wright

✉ head@trinitybuckshaw.lancs.sch.uk

Policy for School Discipline

1. Statement of Principles

Trinity is a Christian school with a caring environment in which each individual made in the image of God is valued as special and is encouraged to reach their full potential while enjoying life in all its fullness.

Aims

- Develop a whole school policy for positive behaviour expectations which is supported by the whole school community and underpinned by Christian values.
- Apply positive strategies to create a caring, family atmosphere in which teaching can take place in a safe and happy environment.
- Teach positive behaviour and reward it by providing a range of rewards for children of all ages and abilities.
- Teach Christian values and attitudes as well as knowledge and skills in order to promote responsible behaviour, encourage self discipline and encourage in children a respect for themselves, for other people and for property.
- Make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow.
- Treat sympathetically problems as they occur, always looking for improvements in behaviour and giving children the opportunities to improve.

2. Context

This policy has been written in accordance with the Education and Inspections act 2006. This policy should be read in conjunction with related policies below:

Health and Safety Policy

Safeguarding Policy

Attendance Policy

Single Equalities Policy

Teaching and Learning Policy

Anti Bullying Policy

Home – school Agreement

Special Educational Needs Policy

School Uniform Policy



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3. Classroom Management

- All members of the school community are asked to respect each other.
- All children are expected to respect their fellow pupils and all the adults in school.
- All children are expected to respect other people's property and to take care of our school.
- All children are expected to be punctual and to be wearing the correct school uniform.
- We expect that children will be well behaved, well mannered and ready to learn.
- Foul or abusive language must not be used.
- Physical violence is not acceptable. Children will be taught not to retaliate. Serious incidents will lead to exclusion.
- All children must report grievances against another child to an adult who will deal with it.

This code of conduct aims to keep the whole school community safe and to ensure children are free from distractions and ready to learn.

Teachers also have responsibilities to ensure consistency in creating a successful learning environment, differentiating according to children's abilities and developing children's social and emotional skills.

4. Behaviour Expectations

The major aim of the school policy is to encourage children to practise good behaviour by operating a system of praise and rewards linked to our behaviour expectations and to emphasise the importance of Christian values in daily life.

Children will be given rewards by all members of staff as often as possible when they are found to be demonstrating the expectations.

Children will also be taught exactly what the expectations mean through Behaviour Expectations lessons.

There are four behaviour expectations.

At Trinity we ALWAYS:

- Follow instructions.
- Show respect to everyone
- Show respect for property
- Are ready to learn



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Each of these expectations has directions on our grid as to how children can meet the behaviour expectations. (Please see grid)

The expectations are described for 5 main areas of school life, the classroom, dining room, playground, corridor and toilets. The expectations will be displayed in each location as reinforcement and reminders.

5. Rewards

Verbal praise for following behaviour expectations

Awards assembly each week

Stars of the week

Headteacher's Award for behaviour for learning

Stickers for following behaviour expectations

Positive comments to parents

Sent to another member of staff to reinforce success and praise

Certificates for lunchtime behaviour

Golden tickets

Attendance and progress awards annually

Praise sent home – postcards, telephone call, note

No yellow sheets letter termly

No yellow sheets all year certificate

Each class will also have their own rewards systems in line with behaviour expectations.

6. Sanctions

Sanctions may vary according to the age of the pupils and any other special circumstances that affect that pupil.

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 on a school trip.

A sanction must be proportionate, i.e. be reasonable in all the circumstances and that account must be taken of the pupil's age, any SEN or disability they may have and any religious requirements affecting them.

Possible sanctions imposed are as follows:

- Talk to the child and discuss what has happened.



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- Use the traffic light system to give a visual warning to pupils following on from a verbal warning. Initially a pupil will receive a verbal warning, if they need further warnings they would then move their name onto red. Then their behaviour would be discussed with the class teacher and reminders given to make better choices and which behaviour expectation they need to think about and act on. If negative behaviours were still being exhibited by a child, they would again receive verbal warnings/reminders and if this continued a yellow sheet would then be issued.
If necessary:
 - Redirect the child to another activity.
 - Move the child to work on their own.
 - Remove child from class, place in another class or group room, for a cooling off period.
 - Behaviour modification programme (Star chart etc)
 - Parental involvement

We use a system of red and yellow sheets to record incidents of minor and major misbehaviour and their consequences.

Yellow sheets

These are to be completed by any member of staff. The area of concern is indicated in the tick boxes and the child completes their comments in the space provided. In order to complete a yellow sheet a child may be removed to another classroom.

On completion of a yellow sheet the child's comments will be discussed and any appropriate further sanctions will be decided upon. This discussion may be with the class teacher, SENCO, Assistant Headteacher or Deputy Headteacher as appropriate.

All yellow sheets for each class are to be recorded on the internal system by the class teacher. If a child gets two yellow sheets, they will discuss this with a member of the Senior Leadership Team. Three yellow sheets in one week must be referred to the Headteacher on a red sheet.

Red sheets

Red sheets are to be used in incidents involving major behaviours.

The area of concern is indicated in the tick boxes and discussed immediately with the child, if appropriate.

The red sheet is completed by the Headteacher/Deputy Headteacher (or member of SLT) and parents informed.



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Sanctions may include:

- verbal warnings as to future conduct.
- Missed playtimes.
- Withdrawal from class for the rest of the day.
- A letter or phone call to parents informing them of the problem.
- Meeting with parents.
- Case conference with parents and support agencies.
- Fixed term exclusion.
- Permanent exclusion. Parents have the right of appeal to the Governing Body against any decision to exclude.
- Child being removed from school by parents for the rest of the school day.
- For repeated disruptive behaviour at lunchtimes a child may be excluded from school at lunchtimes.

Child-on-child Abuse

Any incidents involving allegations of child-on-child abuse, will be reported immediately and directly to the Designated Safeguarding Lead by a member of staff. These will then be clearly recorded and investigated by the DSL in line with safeguarding procedures. (See Safeguarding Policy)

Procedures for Dealing with Major Breaches of Discipline

If a child violently attacks another child or adult and does not respond to requests to calm down, physical restraint may be necessary.

The child should be removed from the situation and taken to a place where they can be allowed to calm down.

A referral sheet should be completed.

Detention out of school hours will not be used.

Exclusion

The decision to exclude is taken by the headteacher and this may be for a fixed term or permanent exclusion. The headteacher will take into account the circumstances, evidence available and the need to balance the interests of the pupil against those of the whole school community.



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The following are examples of behaviour which will not be tolerated and warrant possible exclusion:

- Extreme or violent physical abuse to a member of staff or another child
- Persistent disruptive behaviour that does not allow children to learn or teachers to teach.

The behaviour of pupils outside school can be considered as grounds for exclusion. This will be a matter of judgement for the headteacher in accordance with the school behaviour policy.

For a fixed period exclusion of more than five school days, the governing body must arrange suitable fulltime education for any pupil. This provision must begin no later than the sixth day of the exclusion. It is reasonable to expect that schools will endeavour to set and mark work for all excluded pupils during the first five days of any exclusion (although there is no legal duty to do so).

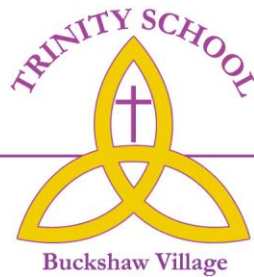
For permanent exclusions, the local authority must arrange suitable full-time education for the pupil to begin no later than the sixth day of the exclusion.

In addition, where a pupil has a statement of SEN, the local authority must ensure that an appropriate full-time placement is identified in consultation with the parents, who retain their rights to express a preference for a school that they wish their child to attend, or make representations for a placement in any other school.

Parents have the right to make representations to the governing body (or discipline committee) about an exclusion and the governing body must review the exclusion decision in certain circumstances which include all permanent exclusions. Where a governing body upholds a permanent exclusion parents have the right to appeal the decision to an independent review panel.

Criminal Law

It is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harrassment Act 1997, the Malicious Communications Act 1988, the Malicious Communications Act 2003 and the Public Order Act 1986. For example under the Malicious Communication Act 1988 it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the



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sender. If school staff feel that an offence may have been committed they may elect to seek assistance from the Police, but any reference to the Police should only be undertaken with the agreement of the Headteacher.

Conduct outside the school gates

Teachers have a statutory power to discipline pupils for misbehaving outside of school premises. Headteachers have a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent as is reasonable.'

Where behaviour is inappropriate, staff may discipline for any misbehaviour when the pupil is:

- Taking part in any school organised or school related activity or
- Travelling to or from school or
- Wearing the school uniform or
- In some other way identifiable as a pupil at the school

Or where the above does not apply but the inappropriate behaviour

- 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.

The same principles and sanctions that are outlined for the management of behaviour in school will be applied in accordance with the severity of the behaviour.

7. Preventing Bullying

Bullying is unacceptable and treated very seriously by all members of staff.

We aim to develop a caring culture based on Christian values where everyone values respect.

We treat each other with respect in the way we communicate.

The school building and everything in it is treated with respect.

Everyone sees the importance of respecting each other's feelings.

Procedures for incidences of bullying are found in our Anti Bullying Policy on the school website. Prevention of bullying is encouraged through our PSHCE curriculum, through worship and the staffing of areas at play and lunchtimes.



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8. Confiscation of inappropriate items

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. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably.
2. Power to search without consent for 'prohibited items' including:
 - a. Knives and weapons
 - b. Alcohol
 - c. Illegal drugs
 - d. Stolen items
 - e. Tobacco and cigarette papers
 - f. Pornographic images
 - g. Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
 - h. Any item banned by the school rules which has been identified in the rules as an item which may be searched for

Weapons and knives and extreme or child pornography must be handed to the Police. Otherwise it is for the teacher to decide if and when to return an item, or whether to dispose of it.

9. Power to use reasonable force

In our school we do not have a 'no contact' policy as there is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.

School staff have a legal power to use reasonable force. Force is usually used either to control or restrain but never as a punishment.

- 1) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.
- 2) In a school, force is used for two main purposes: to control pupils or to restrain them.
- 3) The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- 4) The following list is not exhaustive but provides some examples of situations where



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reasonable force can and cannot be used.

Schools can use reasonable force to:

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

All staff will be provided with training to support their understanding of reasonable force. (Care and Control Policy).

10. Roles and Responsibilities

The governing body is responsible for setting general principles that inform this policy which the Headteacher operates on a day to day basis.

The Headteacher is responsible for developing the behaviour policy in the context of this framework. They must decide the standard of behaviour expected of pupils at the school and how that standard will be achieved, the school rules, any disciplinary penalties for breaking the rules and rewards for good behaviour. The behaviour policy must include measures to prevent all forms of bullying among pupils.

Teachers, teaching assistants and other paid staff with responsibility for pupils have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. Teachers, teaching assistants and other paid staff with responsibility for pupils can impose any reasonable disciplinary penalty in response to poor behaviour.

We expect all parents to support this policy; communication about any aspect of this policy and its application should be directed to the headteacher.

Parents can help by:

- recognising that an effective school behaviour policy requires close partnership between parents, staff and children.
- Discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement.



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- Attending Parents' Evenings, parents' meetings and by developing informal contacts with school.
- Informing school of any changes in home circumstances which may affect a child's behaviour or performance.
- Modelling appropriate behaviour to all members of the school community when on school premises, especially showing respect.

11. School Support Systems

As a fully inclusive school, we recognise that for some children additional or different action may be necessary as a result of a special educational need and/or disability. This is in accordance with the SEN code of practice. We recognise that a child with social, emotional and behaviour difficulties may require something additional or different in the same way that we would make curriculum adaptations for a child with learning needs.

Where this is the case, a child will be identified on our school SEN list. An individual behaviour plan will be established in consultation with the child and his/her parent. This will outline agreed targets and strategies as well as the ways in which we will support the child. This may include referral to our learning mentor and/or referral to an appropriate outside agency. It may also be appropriate to help other children in school understand what they can do to support this particular pupil.

Further information on the school's approach to inclusion is outlined in the SEN Policy.

We fully recognise the need to ensure that staff access appropriate training and pastoral support to help them manage pupils who present challenging behaviour. This includes following allegations as a result of reasonable force.

12. Consultation, monitoring and evaluation

The Headteacher monitors the effectiveness of this policy on a regular basis. They report to the governing body and makes recommendations for further improvements.

The policy is reviewed annually with all staff in order to influence and develop good practice.

The school keeps yellow and red sheets as records of incidents and monitors the frequency of behaviours and their location in school. The governing body also monitors rates of fixed term and permanent exclusions.



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It is the responsibility of the governing body to ensure the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non statutory guidance The Duty to Promote Race Equality: A Guide for Schools, and that no child is treated unfairly because of race or ethnic background.

13. Complaints Procedure

This section should be read in conjunction with the school's complaint procedure which is available on the school website.

In respect of this particular policy it should be noted that:

- 1) All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- 2) Where a member of staff has acted within the law - that is, they have used reasonable force in order to prevent injury, damage to property or disorder - this will provide a defence to any criminal prosecution or other civil or public law action.
- 3) When a complaint is made, the onus is on the person making the complaint to demonstrate that he/she has acted reasonably.
- 4) Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person should be suspended automatically, or without careful thought.
- 5) Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- 6) If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- 7) Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- 8) As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to all members of staff.

Policy updated by:

Jill Wright (Headteacher)
Kirsty Doherty (Assistant Headteacher)

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