



## **Behaviour and Discipline Policy**

### **Aims and Expectations**

This policy states the overall behaviour policy of Harmondsworth Primary School, which everyone is expected to follow. It is the primary aim of our school that every member of the school community feels valued and respected, and each person is treated fairly and well.

Our aim is to encourage everyone, children and adults, to show respect for themselves, others and the environment.

The school behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment where everyone can feel happy, safe and secure.

The policy fulfils the head teacher's responsibility to draw up a discipline policy setting out measures to:

- Promote self –discipline and proper regard for authority
- Encourage good behaviour
- Ensure pupils' standard of behaviour is acceptable
- Regulate pupils' conduct

This document should be read in conjunction with the Physical Restraint Policy, the Scheme of work for PSHE and the Bullying Policy.

Elements of this policy will be brought to pupils' attention through the publication and discussion of the school rules and general procedures followed by staff when dealing with behaviour issues.

### **1. The Role of Governors**

Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.

Section 88(2) of the EIA requires the governing body to:

- make, and from time to time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour and discipline amongst pupils; and
- notify the head teacher and give him or her related guidance if the governing body wants the school's behaviour policy to include particular measures or address particular issues.



Before making their statement of principles, the Governing Board must consult (in whatever manner they think appropriate) the head teacher, school staff, parents and pupils.

The Governing Board must provide clear advice and guidance to the head teacher on which he/she can base the school behaviour policy.

The Governing Board will notify the head teacher that the following should be covered in the school behaviour policy:

- Screening and searching pupils (including identifying in the school rules items which are banned and which may be searched for);
- The power to use reasonable force or make other physical contact;
- The power to discipline beyond the school gate;
- When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.
- Governing Boards will also wish to consider their duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children and their general duty to eliminate discrimination under section 149 of the Equality Act 2010.

The Governing Board will in consultation with the Headteacher consider what the school's response will be to:

- any bad behaviour when the child 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.



## **Statement of policy**

We want everyone at school to be treated in the same way as we would want to be treated ourselves. We want everyone to be accepted, allowed to express him or herself, listened to, praised when it is deserved, reprimanded when necessary, given a second chance and encouraged in good behaviour and good work.

We believe good behaviour will be achieved through:

- An emphasis on encouraging everyone to behave in a socially acceptable and purposeful manner, rather than on punishing poor behaviour
- Helping everyone to take responsibility for their own actions and developing self discipline
- Offering everyone the opportunity to develop their self esteem and self confidence
- Teaching everyone to show respect for themselves others and property.

We will address behaviour in a consistent way, with all members of the school community being specific about what is expected through:

1. Publishing and re-iterating school rules and class rules that reinforce values
2. Ensuring all members of the school community provide good role models
3. Giving pupils increasing responsibilities as they show they are able to accept them;
4. Having high expectations of behaviour in the classroom and around the school;
5. Providing encouragement and good example
6. Specifically providing regular lessons in moral values and socially acceptable behaviour;
7. Use of agreed strategies, rewards and consequences for behaviour control;
8. Application of agreed escalation procedures
9. Referring to the SENDCo for advice and to ensure that pupils are on the appropriate stage of the SEND Code Of Practice
10. Training all staff including lunchtime supervisors in appropriate strategies;
11. Ensuring that parents are aware of the school's values and aims

## **Rules, Rewards and Consequences**

It is the responsibility of all staff and particularly the class teacher to ensure that the school rules are enforced in class and around the school.

## **The Golden Rules are**

- Always listen carefully and follow instructions first time
- Be kind, caring and helpful
- Respect your own and other people's property
- Do your best work
- Keep your hands and feet to yourself



- Respect one another

## Rewards

We praise and reward children for good behaviour in a variety of ways e.g:

- Teachers congratulate/ praise children regularly
- Teachers award housepoints, stickers and certificates
- Children may visit other classes to show their work
- Head teacher's award
- Golden Time
- Gain extra golden time
- Reward boxes
- Raffles

The school acknowledges all the efforts and achievements of children, both in and out of school, in achievement assembly or in the school newsletter.

## Consequences

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

### Our consequences are

1. First warning and rule reminder (KS1 have 2 reminders)
2. Time out in class (2 minutes)
3. Miss 2 minutes of playtime or Golden Time
4. Send to another class
5. Send to Deputy Head
6. Send to Head teacher

- A child who refuses to do as asked by the Deputy Head or Headteacher will be considered to be out of control and the parent(s)/carer(s) may be summoned to collect the child.
- The school has strategies to deal with children who are regularly reaching steps 5 and 6. (**see next page**)

### Strategies for children who mis-behave regularly in the classroom

If a child regularly reaches the more serious consequences, there are strategies the school may employ with support from parents.

- Use the drop down strategy- this allows steps to be excluded from the consequences list so that the child has less opportunity to mis-behave before being sent out of the class
- To change the order of the consequences to ensure a positive response



- To withdraw pupil privileges
- To set up a home school contact book/chart to be reviewed each day by the Head teacher or Deputy Head teacher
- To ensure parents are involved and liaised with on a regular basis

**If this does not create a positive response the following will be put into place before suspension or exclusion.**

- The SENDCO will be involved to support the completion of a behaviour management plan (**Appendix 1**) to be written with the child and shared with parents and staff.
- An incentive chart may be drawn up. This will allow the child to focus on particular behaviours. The chart will work towards rewards for the whole class. Examples of these are housepoints, table points, golden time and play time.
- The Borough Behaviour Support Team may be involved and a Pastoral Support Plan will be written in conjunction with the child, parents and teacher.
- If a child regularly displays disruptive behaviour whilst in class and reaches the consequence of being sent to the head teacher regularly, he/she may be internally excluded (seclusion). Seclusion is when the child works alone (under supervision) away from the class for a period of time.
- The Education Psychologist may be involved.
- The child may serve short detentions after school (**see Appendix 2**)
- Ask parents to escort children to and from the premises before and after school, on safety grounds.

### **Strategies for children who mis-behave regularly at lunchtime**

If a child regularly misbehaves in the dining hall or on the playground there are many strategies the school may employ.

- The child may eat lunch with another class or on their own
- The child will have a reduced outside playtime
- The child may be omitted from particular activities
- A KS2 pupil may spend their playtime on the KS1 playground
- The child may spend their playtime inside for a period of time
- The child may go home for lunch with parental agreement

### **The Role of the Classteacher**

1. To enforce Golden Rules, Rewards and Consequences consistently
2. To have high expectations of the children
3. To treat every child fairly
4. To keep a record of all warnings
5. To liaise with SENDCO to discuss and support and guide the progress of children with Behaviour Management Plans
6. To liaise with parents.



## **The Role of Teachings Assistants and SMSAs**

1. To enforce Golden Rules, Rewards and Consequences consistently
2. To have high expectations of the children
3. To treat every child fairly
4. To keep a record of all warnings (**Appendix 3**)
5. To liaise with class teachers

## **The Role of the Headteacher and Deputy Head Teacher**

1. To implement the school behaviour policy consistently throughout the school.
2. To report to Governors when requested on the effectiveness of the policy.
3. To support the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
4. To keep records of all reported serious incidents
5. To be responsible for giving fixed term suspensions and permanent exclusions to individual children for serious acts of anti social behaviour.

## **The Role of the Parents**

- 1 To work collaboratively with the school
2. To support the rules, rewards and consequences
3. To support their child's learning
4. To support the school's actions if their child receives consequences
5. To follow the correct lines of communication if they have any concerns (They should initially make contact with the class teacher.)

## **The Role of Governors**

1. The Governing Board has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the headteacher in carrying out these guidelines.
2. The Headteacher has the day to day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

## **Fixed Term and permanent exclusions**

In most cases fixed term or permanent exclusion will be the last resort after a range of measures have been tried to improve the pupil's behaviour. (**See Exclusion Policy**)

## **Monitoring**

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



The school keeps records of incidents of misbehaviour.

1. The class teacher records minor classrooms incidents on a warning sheet in a behaviour file to be found in each class. (**Appendix 3**).
2. Class teachers and SMSAs keep a record of playground incidents in the incident books to be found in each class.
3. The head teacher keeps a record of when children are sent to him/her.

The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the Governing Board to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

## **Success Criteria**

The behaviour policy will be considered successful if:

- The quality of teaching is not significantly affected by poor behaviour
- Pupils' playtimes are without major incidents
- Pupils feel free to report incidents to a member of staff
- The reported incidents of bullying, harassment, racial abuse or physical confrontation decrease year on year.
- The need to amend the policy declines

## **Pupils' conduct outside the school gates- teachers powers**

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. *Section 89(5) of the Education and Inspections Act 2006* gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

Subject to the school's behaviour policy, the teacher may discipline a pupil for:

- any misbehaviour when the child 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.

### **Use of reasonable force (Please see policy)**

The legal provisions on school discipline also provide members of staff with 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. Force **cannot** be used to search for items banned under the school rules.

School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action. Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Senior school leaders should support their staff when they use this power. ***Please Note: Parental consent is not required to restrain a pupil.***

### **Staff Training**

The Headteacher should consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the pupils when doing so.

### **Telling parents when force has been used on their child**

If the use of force has been applied to a child then a record will be made and the parents/guardians will be informed.

In deciding what is a serious incident, teachers should use their professional judgment and also consider the following:

- the pupil's behaviour and level of risk presented at the time of the incident;
- the degree of force used;
- the effect on the pupil or member of staff;
- the child's age

### **What happens if a pupil complains when force is used on them?**

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated. 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.



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- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is **not** for the member of staff to show that he/she has acted reasonably.
  - Suspension must 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*' [DFE-00061-2011] guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
  - 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.
  - 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.
  - 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.
  - As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

Please refer to appendix for DfE (2011) guidance on the use of reasonable force and appendix for DfE (2011) guidance on screening, searching and confiscation.  
**(Appendix 4 and Appendix 5)**

## Review

This policy will be reviewed every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy may be improved.

This policy should be read in conjunction with 'Improving behaviour and attendance: guidance on exclusion from schools and pupil referral units' DCSF 2008

Eleesa Dowding  
Autumn 2016

Next review Autumn 2017

# HARMONDSWORTH PRIMARY SCHOOL

LONDON BOROUGH OF HILLINGDON



<u>SETTINGS</u> (where?)	<u>TRIGGER</u> (when?)	<u>ACTIONS OF CHILD</u> (what is the behaviour causing concern?)	<u>REASON</u> (why does the child do it? )	<u>POSITIVE STRATEGIES FOR DEALING WITH THE BEHAVIOUR</u>

Name: \_\_\_\_\_ Signed \_\_\_\_\_ Date \_\_\_\_\_

Name: \_\_\_\_\_ Signed \_\_\_\_\_ Date \_\_\_\_\_



## **Detention**

Teachers have a legal power to put pupils (**aged under 18**) in detention. Harmondsworth Primary School uses detention (including detention outside of school hours) as a sanction. Where detention is outside school hours Teachers must give parents 24 hours notice, in writing. They do not have to give 24 hours notice for a lunchtime detention.

The times outside normal school hours when detention can be given (the 'permitted day of detention') include:

- any school day where the pupil does not have permission to be absent;
- weekends - except the weekend preceding or following the half term break;
- non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days'.

The Headteacher can decide which members of staff can put pupils in detention.

### ***Matters schools should consider when imposing detentions***

- Parental consent is not required for detentions.
- The school will act reasonably when imposing a detention as with any disciplinary penalty. In addition, when deciding the timing, the teacher will consider whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient.
- With lunchtime detentions, schools should allow reasonable time for the pupil to eat, drink and use the toilet.

School staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- Whether the detention is likely to put the pupil at risk.
- Whether the pupil has known caring responsibilities that mean that the detention is unreasonable.
- Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the pupil can get home safely.
- Whether the parent for the pupil can make suitable travel arrangements. It does not matter if making these arrangements is inconvenient for the parent.

# HARMONDSWORTH PRIMARY SCHOOL

LONDON BOROUGH OF HILLINGDON



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LONDON BOROUGH OF HILLINGDON



Name	Monday						Tuesday						Wednesday						Thursday						Friday										
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1	Talking
2	Not following instructions
3	Calling out
4	Disrespecting other people
5	Fidgetting

6	Disrespecting property
7	Innapropriate Physical Contact
8	Swearing
9	Spitting
10	Other



## **Appendix 4 – Screening, searching and confiscation screening**

### **What the law allows:**

Schools can require pupils to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the pupils.

Schools' statutory power to make rules on pupil behaviour and their duty as an employer to manage the safety of staff, pupils and visitors enables them to impose a requirement that pupils undergo screening. Any member of school staff can screen pupils.

Schools' common law powers to search:

School staff can search pupils with their consent for any item which is banned by the school rules.

1. Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree.
2. Schools should make clear in their school behaviour policy and in communications to parents and pupils what items are banned.
3. If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy.
4. A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.

### **Searching without consent**

What the law says:

What can be searched for?

1. Knives or weapons, alcohol, illegal drugs and stolen items (referred to in the legislation as 'prohibited items').

Can I search?

2. Yes, if you are a head teacher or a member of school staff and authorised by the head teacher. But:
  - a. you must be the same sex as the pupil being searched; and
  - b. there must be a witness (also a staff member) and, if at all possible, they should be the same gender as the pupil being searched. For example, it is possible for a female teacher to witness a search of a male pupil where there is only one male member of staff in a school or taking part in a school trip.

When can I search?

If you have reasonable grounds for suspecting that a pupil is in possession of a prohibited item.



The law also says what must be done with prohibited items which are seized following a search.

Extent of the search – clothes, possessions, desks and lockers

What the law says:

The person conducting the search may not require the pupil to remove any clothing other than outer clothing.

‘Outer clothing’ means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but ‘outer clothing’ includes hats; shoes; boots; gloves and scarves. ‘Possessions’ means any goods over which the pupil has or appears to

have control – this includes desks, lockers and bags. A pupil’s possessions can only be searched in the presence of the pupil and another member of staff.

The power to seize and confiscate items – general

What the law allows:

Schools’ general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil’s property as a disciplinary penalty, where reasonable to do so.

1. The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a ‘with consent’ search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed to the police.

2. Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Items found as a result of a ‘without consent’ search What the law says:

A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item (that is a weapon/knife; alcohol; illegal drugs or stolen items) or is evidence in relation to an offence.

Where a person conducting a search finds alcohol, they may retain or dispose of it.

Where they find controlled drugs, these must be delivered to the police as soon as possible unless there is a good reason not to do so – in which case the drugs must be disposed of.

Where they find other substances which are not believed to be controlled drugs as outlined above.

Where they find stolen items, these must be delivered to the police unless there is a good reason not to do so – in which case the stolen item should be returned to the owner. These stolen items may be retained or disposed of if returning them to their



owner is not practicable. In determining what is a “good reason” for not delivering controlled drugs or stolen items to the police the member of staff must have regard to guidance issued by the Secretary of State<sup>10</sup> (see paragraphs 1 to 4 below).

Any weapons or items which are evidence of an offence must be passed to the police as soon as possible. It is up to teachers to decide whether there is a good reason not to deliver stolen items or controlled drugs to the police. Telling parents and dealing with complaints

Schools are not required to inform parents before a search takes place or to seek their consent to search their child.

1. There is no legal requirement to make or keep a record of a search.
2. Schools should inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.
3. Complaints about screening or searching should be dealt with through the normal school complaints procedure.

## **Appendix 5 – The Use of Reasonable Force.**

It is extremely rare for staff to need to use reasonable restraint, much less to screen, search or confiscate. The DfE guidance contained within these appendices are our way of keeping staff, governors and parents aware of what is expected in these rare circumstances.

### 1. What is reasonable force?

(i) The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

(ii) Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

(iii) ‘Reasonable in the circumstances’ means using no more force than is needed.

(iv) As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

(v) Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

(vi) School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

### 2 Who can use reasonable force?

(i) All members of school staff have a legal power to use reasonable force.



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(ii) This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

### 3 When can reasonable force be used?

(i) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

(ii) In a school, force is used for two main purposes – to control pupils or to restrain them.

(iii) 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.

(iv) The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

### Section 93, Education and Inspections Act 2006

Schools can use reasonable force to: remove disruptive children 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.