



## **Behaviour and Discipline Policy (including anti-bullying, exclusion, use of reasonable force, and our Golden Rules)**

**This policy was written using guidance from the document Behaviour and Discipline in Schools (Feb 2014)**

**This policy needs to be read in conjunction with;**

- **Child protection policy**
- **Curriculum policy**
- **Inclusion policy**
- **The UN Convention on the Rights of the Child** Mundeford Community Infants School is working towards the Level 1 Rights Respecting Schools Award (RSSA) and has achieved United Nations recognition of our commitment as a Rights Respecting School. The award recognises “achievement in putting the United Nations Convention on the Rights of the Child (CRC) at the heart of a school’s planning, policies, practice and ethos. A rights-respecting school not only teaches about children’s rights but also models rights and respect in all its relationships: between pupils and adults, between adults and between pupils.” (UNICEF). The articles of the convention which apply to behaviour, discipline, and bullying include but are not limited to Articles 12, 13, 14, 28, 29, and 31.

### **Aims**

Through the overall school aims we strive to develop a trusting and caring environment, based upon mutual respect and understanding where all people are treated fairly. The school ethos is based on these aims under the principles of rights and responsibilities and around the qualities of care, courtesy, consideration and common sense.

We aim to enable children to develop reasoned self-discipline and socially acceptable behaviour, demonstrating good manners, respect and helpfulness towards each other and all adults.

We aim to allow all at the school to reach a high level of self-esteem where children are happy, feel good and enjoy each other's company.

We aim to maintain high standards of tidiness and orderliness around the school, encouraging children to take a pride in their school and the wider community.

We aim to work together as members of a school community to develop and adhere to the agreed rights and responsibilities of everyone.

## **Responsibilities-**

### **Children are expected to**

Learn about and have some understanding of the school's Rights and Responsibilities principles according to their age and aptitude, as enshrined in the school's charters as seen displayed around the school.

### **Parents are expected to**

- Take a responsible attitude towards the behaviour of their child during their time in school
- Accept and sign the school's 'Home School Agreement document
- Be aware of the school's Discipline and behaviour Policy and actively support it, discussing any problems with the staff, Headteacher or Chair of Governors if necessary

### **Staff are expected to**

- Set high standards of behaviour, be polite and model expected behaviour in a consistent manner
- Seek opportunities to explain and reinforce the children's rights and responsibilities, dealing fairly and firmly with those who do not maintain the standards expected of them

### **Governors are expected to**

- Be familiar with the school's policies, rights and responsibility principles and actively support them, and be aware of the LEA policies and guidelines.
- Refer all matters regarding discipline to the Headteacher or Chair of Governors who will discuss these matters together and with the staff if necessary
- To be confident the DofE guidance "Behaviour and Discipline in Schools is reflected in school policy

## **Visits, school journeys**

All of the aims and responsibilities set out above apply when children are involved in any educational, sporting or social activity off the school site, travelling to and from school, wearing school uniform or in some other way identifiable as pupils from the school.

## **Discipline - Main aim**

To ensure the children are aware of and maintain the expectations of behaviour guided by the school's Golden Rules.

## **Acceptable behaviour**

Children's behaviour is acceptable when they carry out their everyday school lives in accordance with the school's rights and responsibility principles and show respect and tolerance for others.

## **Discipline, Sanctions and rewards**

We take every opportunity to teach and encourage children to behave as responsible members of the school community. When children do not behave appropriately, they are disciplined through the school's sanctions and rewards procedures (see Annex C)

## **In Class**

All at the school have agreed to expected standards of behaviour. These are clearly displayed around the school and teachers remind children of them regularly. The aim is to provide a good and purposeful learning environment for the vast majority of children who wish to learn. A breach of these rules is met with a graded warning system.

## **Playtime and Lunchtime**

Teaching assistants and Lunchtime supervisors have the same authority as teachers and will apply the same sanctions and rewards procedures.

## **Significant Behavioural Problems**

The school will take a dual strategy approach to children who display significant behaviour problems. First, there is a structure of accepted behaviour and it will be expected that all children at the school work within it. If not, then the agreed school sanctions will apply. Secondly, all

staff acknowledge that it is their responsibility to manage the behaviour of children in their care and that a range of strategies will be deployed to support the child in overcoming their behaviour difficulties. Staff will draw up Individual Education Plans (IEP) or Individual Provision Maps (IPMs) when appropriate and in consultation with the school Inclusion Leader and outside agencies if appropriate.

In extreme cases of dangerous and highly disrupted behaviour 'reasonable force' may have to be used to ensure the safety of children, adults or to stop the disruption of school events or learning or the damage to property. This is always a last resort and further guidance can be found in the annex at the end of this policy.

### **Use of Isolation Room**

The use of the isolation room is an absolute last resort and it is anticipated that it will be due to a known and ongoing behaviour issue. The isolation room is not part of normal school practice. The isolation room will only be used if the behaviour of a child is likely to cause very significant disruption to others learning, damage to property or if the child is likely to cause harm to themselves or others. If a child is placed in the isolation room the door will only be shut if there is a significant risk of harm to children or adults. As soon as this risk has passed the door will be opened. If a child is placed in the isolation room then parents will be informed and normal practice will be that a behaviour plan will be developed to ensure this situation is not repeated or that they can be lessened. If the behaviour of a child has led them to being placed in the isolation room then they will remain in there for a prolonged period to calm down as they will be in a heightened state.

### **Exclusion**

In serious cases, it may be necessary to exclude a child. The authority to exclude is vested in the head teacher, and will be carried out when necessary in accordance with the LA and National policies and guidelines. The exclusion will either be for a set period, or permanently, with parents' right of appeal to the Governing Body.

### **The Headteacher**

Incidents reported to the Headteacher are considered very serious. The Headteacher will interview the children and discuss the matter with the

class teacher to decide what sanctions will be applied or if parents should be informed. If parents are told, they will be invited to discuss the incident with staff, to find an agreed approach to improvement. All behaviour concerns that get escalated to the head teacher will be recorded and at the end of each half term will be analysed. The Governors will be informed for monitoring purposes.

### **Policy review and evaluation**

The Headteacher is the staff member with overall responsibility to ensure that the Behaviour and Discipline Policy is implemented and reviewed. The review will be annual and will involve consultation with staff and School Governors

### **Anti-Bullying**

It is the aim of the School Discipline & Behaviour policy to help create a positive, supportive, atmosphere which is based on shared values and a sense of community which discourages bullying.

In generic terms and stated in the DfE document 'Preventing and Tackling Bullying' the aims and objective of anti-bullying is to develop and maintain;

- A culture of respect where difference is valued
- A system of support for children/young people who have been bullied
- A system of clear, fair and consistent responses to incidences of bullying

Bullying affects everyone, not just the bullies and the person being bullied. It affects those who watch and less aggressive pupils can be drawn in by group pressure. Bullying of whatever kind is unacceptable and this school will teach children what bullying is, how it effects them and what they can do if someone is bullying them or others.

It must be clearly understood by everyone that it is wrong and will not be tolerated in this school. It will be reported to the Head teacher, and subsequently to the Governing Body.

Staff should be vigilant to the signs of bullying and harassment and they must take seriously any complaint of bullying. If a member of staff has

concerns about bullying or a parent/carer informs them of any it must be reported to the SLT via the form in Annex A. The complaint will be investigated and dealt with firmly, fairly and promptly.

### **We aim to prevent bullying by;**

- delivery of a curriculum that encourages positive behaviour and interactions
- celebrating diversity
- modelling of appropriate respectful behaviour by staff and pupils and other members of the school community
- a supportive ethos

### **Bullying can take many forms**

It is the persistent, wilful and conscious desire to hurt, threaten and frighten another which occurs frequently over time. Below are the main categories of bullying.

- Physical bullying
- Verbal bullying
- Psychological
- Cyber bullying (eg. By mobile phone, e-mail, internet)
- Exclusion bullying
- Extortion
- Damage and theft
- Hiding things
- Spoiling things

### **As a school, we will**

- Investigate any suspicion of, or reported, bullying
- Support children who are being bullied
- Put sanctions into place for those perpetrators of bullying behaviour.
- Help the perpetrators to change their behaviour

- Use peer group pressure to actively discourage bullying
- Break up bully groups where it seems necessary
- Inform and include the parents of all those involved
- Teach the children about what is bullying and what they can do about it
- Inform parents of our approach
- Help children develop positive strategies and assertiveness
- Record incidents of bullying so that they can be monitored
- Involve other agencies, eg, Education Psychologist when necessary

**It is everyone's responsibility to try to prevent bullying from happening**

### **Bullying Outside School Premises**

Head teachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff (*this legislation does not apply to independent schools*). This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre. Where bullying outside school is reported to school staff, it should be investigated and acted on. The head teacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

### **Cyber-Bullying**

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying which can happen 24/7, with a potentially bigger audience, and more accessories as people forward on content at a click. At MIS we will investigate and deal with any allegations of cyber bullying.

## **Reporting and Evaluating (See Annex A)**

Our school has a clear system for gathering information about what is happening in school. The HT will investigate any incidents of bullying and record in the bullying and record this in the bullying recording book.

Our school will track the outcomes of individual incidents of bullying. Our school will monitor the progress we are making with dealing with any incidents of bullying and success is likely to be measured by the satisfaction shown by children and parent/carers and not necessarily via a reduction in reported incidents.

## **Safeguarding Children and Young People**

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

## **The Equality Act 2010**

The new Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is a new public sector Equality Duty, which came into force on 5 April 2011. It replaces the three previous public sector equality duties for race, disability and gender, and also covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty has three aims. It requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and

- Foster good relations between people who share a protected characteristic and people who do not share it.

The school will ensure that there is not any prejudice against any particular groups. This will be done by:

*By establishing an ethos of good behaviour and respect for all. We will discuss difference and know our children to anticipate any potential bullying.*

### **Policy review**

This policy has been adopted by the governors and is approved annually by the full governing body at its first routine meeting of each academic year (usually in September). In the meantime it is reviewed as necessary by the owner of the policy and the head teacher, and any resultant changes other than minor clarifications or those of a typographical nature are brought to the attention of the governing body. The policies master record index is updated to reflect the dates of the last and next review, and the owner of the policy.

**Reviewed Approved and Adopted: Sept 2015**

## Annex A-Anti Bullying

### Bullying Related Incident Report

Date:		Class:	
Name:		Staff Reporting	
Type of Bullying	Other Children Involved	Frequency	
Verbal Excluding from play Physical Race Homophobic SEN Religion/belief Outside of School		More than once a day Daily Few times a week Weekly	
When did this start happening?	What has the parent/carer told the child to do?	What does the parent/carer expect to happen now?	
Initial Action: Date:	Follow up action: Date:	Review Date:	
Signed (Class teacher)			



Dear Child / Young Person (Parent / Carer)

This school is currently reviewing its response to bullying. I am writing to seek your views on how well the school dealt with the problem. We will use this information confidentially within the school to inform our review of policy and practice. The individual details will not have any wider use unless we ask, and you give, your specific permission.

How easy was it for you to report the bullying? (circle one)				
1	2	3	4	5
(Not easy)				(Very easy)
Comment if we could improve what we did:				
How satisfied were you with how the school responded at the time.				
1	2	3	4	5
(Not satisfied)				(Very satisfied)
Comment if we could improve what we did:				
How satisfied were you with the intervention put in place following the incident				
1	2	3	4	5
(Not satisfied)				(Very satisfied)
Comment if we could improve what we did:				

Thank you for your help in completing this. We will use this information to think about what we do to tackle bullying and make Mudeford Community Infants School one where pupils and parents are confident that we review our systems to ensure we support children.

Yours sincerely

Head teacher

Dear Pupil



# Annex B to Mundeford Community Infants School Policy on Discipline, Behaviour, Bullying and Exclusion

## Guidance on Use of Reasonable Force

### **What is reasonable force?**

- 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.
- 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.
- Reasonable in the circumstances' means using no more force than is needed.
- 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.
- 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.
- 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.

### **Who can use reasonable force?**

- All members of school staff have a legal power to use reasonable force.
- 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.

### **When can reasonable force be used?**

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- 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.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

#### **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;
- restrain a pupil at risk of harming themselves through physical outbursts.

#### **Schools cannot:**

use force as a punishment – **it is always unlawful to use force as a punishment.**

#### **Using force**

A panel of experts identified that certain restraint techniques presented an **unacceptable risk** when used on children and young people. The techniques in question are:

- the ‘seated double embrace’ which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- the ‘double basket-hold’ which involves holding a person’s arms across their chest; and
- the ‘nose distraction technique’ which involves a sharp upward jab

under the nose.

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

- It is good practice for schools to speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents. If reasonable force has been used it must be reported to the HT urgently (or the DH in his absence). A review meeting will be held which will involve recording the incident from all involved and any witnesses. A decision will then be made by the HT whether the parents need to be informed.
- In deciding what is a serious incident, teachers should use their professional judgement 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 will be 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. The governors and the head teacher will support a member of staff if they used their professional judgement and deemed the use reasonable force was appropriate and a last resort.
- 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 will not be an automatic response when a member of staff has been accused of using excessive force. The school will 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 must not be suspended automatically, or without careful thought.
- 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.

- The Governing body will 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.

### **What about other physical contact with pupils?**

- It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.
- Examples of where touching a pupil might be proper or necessary
- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or coaching
- To give first aid.

### **Communicating the school's approach to the use of force**

- Schools do not require parental consent to use force on a student.
- By taking steps to ensure that staff, pupils and parents are clear about when force might be used, the school will reduce the likelihood of complaints being made when force has been used properly.

## Frequently Asked Questions

### **I'm worried that if I use force a pupil or parent could make a complaint against me. Am I protected?**

Yes, if you have acted lawfully. If the force used is reasonable all staff will have a robust defence against any accusations.

### **How do I know whether using a physical intervention is 'reasonable'?**

The decision on whether to physically intervene is down to the professional judgement of the teacher concerned. Whether the force used is reasonable will always depend on the particular circumstances of the case. The use of force is reasonable if it is proportionate to the consequences it is intended to prevent. This means the degree of force used should be no more than is needed to achieve the desired result. School staff should expect the full backing of their senior leadership team when they have used force.

**What about school trips?**

The power may be used where the member of staff is lawfully in charge of the pupils, and this includes while on school trips.

**Can force be used on pupils with SEN or disabilities?**

Yes, but the judgement on whether to use force should not only depend on the circumstances of the case but also on information and understanding of the needs of the pupil concerned.

**Am I expected to use physical Intervention?**

There is a power, not a duty, to use force so members of staff have discretion whether or not to use it. However, teachers and other school staff have a duty of care towards their pupils and it might be argued that failing to take action (including a failure to use reasonable force) may in some circumstances breach that duty.

**Are there any circumstances in which a teacher can use physical force to punish a pupil?**

No. It is always unlawful to use force as a punishment. This is because it would fall within the definition of corporal punishment, which is illegal.

## **Annex C Whole school system for sanctions and rewards.**

### Mudford Community Infants School Behaviour Policy Guidance-Update 2016

#### Green is Great

All children to start off on green. If children display excellent behaviour some of the recognition they might receive for this are; Champion RWI sticker, HT award, praise and in class rewards. To illustrate the children are on green put the class label/RWI label on the green traffic light already in classes.

#### Warning

If children act inappropriately they are given a warning, placed on orange and have a chance to reflect on their behaviour and to make a better decision. If they do this their name is taken off orange and put back on green with the rest of the class/group. These same procedures need to be used at playtime.

#### Red

If their inappropriate behaviour continues or if a one off incident warrants it the range of sanctions to be employed are; 5 minutes off playtime (this can either be children finishing off learning or by holding an adults hand), 5 minutes of thinking time on a chair away from the other children or 5 minutes in another class., 5 minutes holding an adults hand at playtime (clearly the most useful for playtimes, if this happens class teacher must be informed). This is so the children understand they need to change their behaviour and to give them a chance to reflect on how they are going to do this. Due to the age of children this sanction must be immediate. If you are covering another teacher's class then the same procedure must be followed and that teacher (unless not in the building) must be informed that day. Class teachers are best placed to decide the sanction.

Once a child is put onto red please keep a note in the behaviour exercise book so I can monitor them. At an appropriate time I will speak to their parents about their behaviour. If a child does something particularly serious then it can be escalated to me straight away but they must be put on red.

#### Class teacher tracking

So the children who are always good can receive praise class teachers need to track the children who move onto orange and/or red throughout the year in their class. The children who never go onto these colours will receive a letter from me praising their behaviour. This will be a surprise and will be sent through the post addressed to the child (please do not tell the children this may happen). This will be done twice a year once during the Christmas holidays and during the summer half term.

If children appear on orange a number of times in a week please escalate to red so these low level issues can be dealt with. It is important to remember that once a sanction is carried out it is finished, the child has moved back to green and everyone moves on.

A whole class system for praising good behaviour needs to be established e.g. marbles in the jar. Once achieved a whole class reward needs to be agreed with the children however please

consider these carefully as they should not adversely impact on learning time and be easy to manage e.g. extra playtime, extra time on the tyre park, choosing.

**It is important that these procedures are followed as the other children will expect it to happen and will perceive it to be unfair or that poor behaviour is not being addressed.**

Please go over this again in year group assemblies so the children are aware.

Thank you  
Duncan

# Our Golden Rules

We want our school to be a fair and happy School where we can play and learn together.

So we will promise to:

- Be kind in all we say and do.
- Be honest
- Do our best in school so we will listen carefully to our teachers and try hard
- To treat others how you would like to be treated
- To make good choices and abide by the class charters