



Behaviour (Pupil discipline) Policy

Date/Version: October 2016
Governors' Committee: Pupil and Curriculum
Review Date: October 2019

Purpose

The Thomas Coram Church of England School is committed to providing an environment where all people can feel safe, happy, accepted and integrated. It is important that an orderly framework should exist within which effective teaching and learning can take place.

We hold an important position in the wider community, as a place where we aim for people to flourish within an inclusive Christian community, achieving the very best educational standards and developing character and strength of personality. Through a focus on our core values of respect, responsibility and friendship we aim for pupils to develop:

- respect for others: their feelings, opinions, cultures, limitations and the right to individuality
- respect for themselves: pride in their own achievement and that of others in the school, high standards of behaviour and dress, and the desire to produce their best work at all times
- respect for the environment: their own, the school's and other people's property, and the community in which we live
- respect for the future: the belief that we can all make a difference by our contribution to the local, national and global community.

Overall, the policy will:

- emphasise providing opportunities for pupils to take responsibility and be involved in decision-making
- establish and promote consistent expectations of both staff and pupils
- promote self-discipline and proper regard for authority among pupils
- encourage good behaviour and respect for others and prevent all forms of hurtful behaviour and bullying among pupils
- foster a culture in which pupils' achievements are recognised and celebrated
- ensure that staff are seen to be fair and consistent
- ensure that all staff are able to take prompt and effective action when pupils behave inappropriately
- promote working in partnership with home and external agencies

Roles and responsibilities of headteacher, other staff, governors

The **headteacher** will be responsible for ensuring that this policy is implemented and for reporting to the governing body on its impact. The headteacher will ensure that staff receive appropriate training and support and that the statutory guidelines in place for exclusions are applied. Ultimately, and only once all procedures have been followed, the headteacher will address the possibility of excluding a pupil.

Teachers and support staff will be expected to draw on the following principles of good practice:

- be consistent and fair in the application of rewards and sanctions, not ignoring poor behaviour and celebrating good behaviour as a way of maximising pupils' self-esteem and confidence as learners
- set high standards early in order to help pupils establish regular punctual attendance and good behaviour from the start, involving parents in the process
- intervene promptly where there is poor behaviour or unexplained absence, so it is clear that this will not be tolerated
- employ techniques such as assertive discipline, pupil mentoring and buddying to help improve and maintain high standards of behaviour and discipline
- identify underlying causes since poor behaviour may be linked to a pupil's problems in understanding lessons. Consider additional literacy or numeracy support to address poor behaviour effectively; use study support, including activities from homework clubs to thinking skills workshops, to help to reinforce school work
- recognise that when they need to challenge pupils the focus must be on the behaviour. In the first instance correction should usually be a private matter between teacher and child to avoid resentment; followed by the use of teacher-owned classroom-based strategies, prior to the sanctions outlined in the policy for rewards and consequences
- give pupils choices and help them to understand the consequences. Where preventative approaches have been unsuccessful and consequences have been applied it is important that the teacher repairs and rebuilds their relationship with the pupil prior to the next lesson
- provide an appropriate curriculum, and high-quality teaching, promoting challenge and high expectations. Plan lessons to include differentiation for ability and different learning styles, activities that are engaging and challenging, and assessment for learning opportunities. Deliver lessons with pace and enthusiasm
- ensure that teaching methods promote active participation for all, within a challenging and supportive environment. Aim to develop the skills, knowledge and understanding which will enable pupils to work and play in co-operation with others.
- create a stimulating learning environment that promotes independence and on-task behaviour
- encourage pride in achievement. Use displays to promote pupils' self-esteem. Celebrate the achievements of pupils whether they happen in or out of school, whether individual pupils, classes or year groups, through mentions in assembly, certificates or prizes and feedback to parents and carers.

It is important that pupils are recognised when behaving and achieving well. The following should be considered to acknowledge this: oral praise, written comments on individual pieces of work, recording of positive comment in planner, card/letter home, telephone call home to parent/carer, publicity in assembly.

Sanctions are only effective if used rarely, appropriately and consistently. If generous approval is normally given, the withdrawal of approval is an effective sanction for most pupils.

Teachers should make every effort to solve any discipline problems themselves as they arise. The option of referral should not be taken too quickly. However, it is recognized that in certain circumstances referral may be necessary and staff should not hesitate to ask for guidance and assistance from more experienced colleagues.

Teachers are expected to deal with the following in the first instance:

- attendance and punctuality, equipment, organisation of work, monitoring of effort and achievement, monitoring of homework, chewing in class, removal of outdoor clothing, manners, litter/care for the environment, bad language, fights between pupils, misuse of mobile phones
- Pupils displaying poor behaviour that disrupts the education of peers, does not allow the teacher to teach, or undermines the calm respectful ethos of the school may be referred to the senior leadership team (SLT).

All staff should refer pupils to a member of the SLT for the following behaviour: use of obscene/offensive language directed at a member of staff including racist language, an assault on a member of staff, an assault on another pupil, theft, vandalism, truancy, wilful disobedience, smoking/drug/alcohol abuse, suspected possession of a weapon.

Hurtful behaviour, including if bullying is suspected or reported, should be recorded and dealt with following the procedures in our Positive Relationships Policy.

Parents/carers will be encouraged to support good attendance and behaviour through the home-school agreement, parents' meetings and newsletters. Parents/carers and pupils will be consulted when monitoring the impact of the policy on different groups by race, gender and disability.

The **governing body** will promote positive behaviour by celebrating the achievements of pupils. They will also establish a Pupil Discipline Committee with three to five members and ensure that they receive training to fulfil their role. The governing body will participate in final warning meetings to encourage pupils to make full use of the opportunities the school offers them.

Relationship to other policies

This policy is linked to the, teaching, learning and assessment policy; our positive relationship policy (including procedures for dealing with anti-bullying); our equalities scheme; and home-school agreement.

Arrangements for monitoring and evaluation

The governing body will monitor the impact of this policy by receiving data from the school, which may include:

- number and range of rewards for good behaviour each term
- fixed-term and permanent exclusions – number of and analysis of behaviour
- instances of hurtful behaviour, bullying and prejudiced related incidents and action taken
- support provided for those involved

Governors visiting the school at different times of the day will monitor the implementation of this policy and report to the Pupil & Curriculum Committee.

Appendix 1

Behaviour for learning

There is a positive approach to behaviour management at The Thomas Coram Church of England School. The class teacher is the first and main point of contact for all issues.

Rewards

There may be different systems in class that will reinforce positive behaviours, however, there are whole school initiatives which all staff embrace.

Every pupil starts the session on the mid-point of our 5-point range: 'Ready to Learn'. Pupils ending the session at the top point ('Superb!') are rewarded with a House Point. House Points are also awarded for good work, pleasing behaviour, consistently displaying positive values, being helpful or other reasons.

Each class teacher also nominates a 'star of the week' from their class. This is presented in Friday's celebration worship.

House Points lead to the presentation of Headteacher's Awards, also in Friday's celebration worship.

Sanctions

Pupils moving down a step from the mid-point receive a warning from the teacher. If this is not corrected and it should be necessary to move down to the lowest point then the teacher will apply a sanction. This could be moving seat in class, missing morning break, missing some of lunch break or being moved to another (pre-agreed) class or member of staff.

The class teacher may have an informal discussion with parents by telephone or face-to-face. If, after this, further action is necessary a member of the leadership team may also become involved.

Appendix 2

Exclusions

As a school we are committed to providing a safe and welcoming learning environment in which all pupils can enjoy their learning without fear of disruption, intimidation or violence. In order to maintain good behaviour based on the mutual respect, tolerance and understanding of all within our community, we will encourage, support and recognise good behaviour and positive role models whenever possible.

We acknowledge however that on occasion, poor behaviour needs to be sanctioned and this exclusion policy sets out the principles and practice of this ultimate sanction.

The Governing Body has determined that the school will use exclusion as its final sanction in ensuring the good order and discipline necessary for effective learning to take place.

Rationale/Purpose

The purpose of this policy is to set out the conditions under which exclusion will be used by the school and the procedure that will be followed in order to accord with statutory

Department for Education (DfE) and Local Authority (LA) guidance and ensure equality of treatment.

General Principles

Exclusion will be used rarely and only in response to serious breaches of the school behaviour policy and associated Code of Conduct.

Exclusion will only be used after other sanctions/counselling/support have failed to achieve the desired change in behaviour and attitude and/or if allowing the pupil to remain in school would seriously harm the education and welfare of the pupil, or others in the school. In these circumstances, the pupil may be excluded from school for a fixed period or permanently. Individual fixed period exclusions will be for the shortest time necessary.

Permanent exclusion will only be used as a last resort when all other reasonable steps have been taken. Permanent exclusion may, on rare occasions, be the only possible response to a single incident or very extreme misconduct.

A pupil may be excluded for one or fixed periods, up to a maximum of 45 school days in a single year, or permanently.

The balance of proof in relation to an exclusion decision will be the civil standard of proof, i.e., on the balance of probabilities and not the criminal standard of 'beyond reasonable doubt'.

The school will follow current DfE and LA guidance and advice in applying this exclusion policy.

When it is necessary to exclude a pupil, parents/carers will be contacted by telephone, if possible, at the earliest opportunity. The exclusion will always be confirmed by letter which will set out the reasons for the exclusion and also inform parents/carers of their rights to make representations to the Governing Body.

Each incident of exclusion will be recorded in a standard format on SIMS and include:

- name of pupil
- form group
- gender of pupil
- ethnic group into which the pupil falls
- any SEN the pupil may have
- type of exclusion
- in the case of fixed term exclusion, the number of days for which the pupil will be excluded
- the reason for the exclusion

Each incident of exclusion will be notified to the Chair of the Governors.

Appendix 3

Governors' statement of behaviour principles

The governors of The Thomas Coram Church of England School believe that:

- the Christian values which include love, trust, hope, respect, responsibility, honesty, determination and friendship sit at the heart of our behaviour systems;
- every member of our school community has the right to feel safe, valued and respected;
- all pupils, staff and visitors are free from any form of discrimination;
- all pupils must be able to learn free from the disruption of others;
- staff and volunteers should be an excellent example to pupils at all times;

- rewards, sanctions and reasonable force may be used by staff, in line with our behaviour policy;
- our behaviour policy is understood by pupils and staff; explains that exclusions will only be used as a last resort; and outlines the processes involved in permanent and fixed-term exclusions;
- every member of our school community should be helped to take responsibility for their actions;
- families should be involved in behaviour incidents to foster good relationships between the school and pupils' home life.

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the governing body at the same time as the main Behaviour Policy.