

**HARTFORD CHURCH OF ENGLAND HIGH SCHOOL
Behaviour and Discipline Policy**

Date	Review Date	Coordinator	Nominated Governor's Committee
05 March 2018	Autumn Term 2020	E Parker-Clark	Welfare Committee

We have a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is consistent throughout the school.

We believe that we promote good behaviour by creating a happy caring school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour.

We encourage pupils to achieve in a learning environment where self-discipline is promoted and good behaviour is the norm. We believe pupils will achieve their full potential in a happy, stimulating and ordered school environment.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

Aims

- To create an ethos that makes everyone in the school community feel valued and respected.
- To promote good behaviour by forging sound working relationships with everyone involved with the school.
- To promote self-discipline and proper regard for authority among pupils.
- To prevent all forms of bullying among pupils by encouraging good behaviour and respect for others.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- the duty to set the framework of the school's policy on pupil discipline after consultation with the parents and pupils of the school;
- responsibility to ensure that the school complies with this policy;
- delegated powers and responsibilities to the Headteacher to ensure that school personnel and pupils are aware of this policy;
- delegated powers and responsibilities to the Headteacher to ensure all visitors to the school are aware of and comply with this policy;
- appointed a coordinator for behaviour and discipline to work with the Headteacher;

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- the duty to support the Headteacher and school personnel in maintaining high standards of behaviour;
- responsibility for ensuring that the school complies with all equalities legislation;
- approved an Equality Plan which outlines appropriate action which will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- established a Governors' Welfare Committee to oversee the effective implementation, monitoring and evaluation of this policy, to liaise with the Headteacher and the coordinator and to report back to the Governing Body via the minutes of the committee meetings;
- agreed to arrange for a governor to attend Behaviour Panel meetings;

Role of the Headteacher

The Headteacher will:

- determine the detail of the standard of behaviour that is acceptable to the school;
- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work hard with everyone in the school community to create an ethos that makes everyone feel valued and respected;
- promote good behaviour by forging sound working relationships with everyone involved with the school;
- encourage good behaviour and respect for others, in order to prevent all forms of bullying among pupils;
- ensure the health, safety and welfare of all children in the school;
- work with the School Council to create a set of school rules that will encourage good behaviour and respect for others;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy

Role of the Coordinator

The coordinator will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher and the Governors' Welfare Committee;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- work with the School Council;
- work with pastoral teams;
- monitor school support systems;
- undertake classroom monitoring;
- create links with parents;

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- deal with external agencies;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy

Role of the Governors' Welfare Committee

The Governors' Welfare Committee will:

- work closely with the Headteacher and the coordinator;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- report to the Governing Body every term via the committee minutes;
- review this policy at least every three years and report to the Governing Body on the success and development of this policy;

Role of School Personnel

School personnel are expected to:

- comply with all aspects of this policy
- encourage good behaviour and respect for others in pupils and to apply all rewards and sanctions fairly and consistently;
- promote self-discipline amongst pupils;
- deal appropriately with any unacceptable behaviour;
- apply all rewards and sanctions fairly and consistently;
- discuss pupil behaviour and discipline regularly at staff and House meetings;
- provide well planned, interesting and demanding lessons which will contribute to maintaining good discipline;
- attend periodic training on behaviour management;
- ensure the health and safety of the pupils in their care;
- identify problems that may arise and to offer solutions to the problem;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

Role of Pupils

Pupils are expected to:

- be aware of and comply with this policy
- be polite and act responsibly at all times;
- use appropriate language and behave in a sensible manner;
- follow instructions, first time, every time;
- arrive on time, fully prepared to learn;
- show consideration to others;
- make suggestions about school behaviour via the School Council;
- obey all health and safety regulations in all areas of the school;
- not make unacceptable remarks against fellow pupils or school personnel;
- co-sign and abide by the Home School Agreement;

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- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys

Role of Parents/Carers

Parents/carers are encouraged to:

- comply with this policy;
- have good relations with the school;
- support good behaviour;
- sign the school's 'Home-School Agreement';
- ensure their children understand and value the meaning of good behaviour;
- support school rules and sanctions;
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school

Role of the School Council

The School Council will be involved in:

- determining this policy with the Governing Body;
- discussing improvements to this policy during the school year;
- devising school rules and sanctions;
- reviewing the effectiveness of this policy with the Governing Body

Sanctions

Sanctions which must be applied fairly and consistently have been devised:

- by the School Council and the Governing Body;
- not to be degrading or humiliating to any pupil.
- a number of sanctions are available to staff, these include yellow card, red card detentions, team leader and Heads of House detentions and red card plus for more serious incidents; (see Appendix 1 for definitions);
- we use a system of school monitors to support pupils in order to assist them realise their potential. Level 1(tutor monitor), Level 2 (pastoral manager), Level 3 (pastoral support plan).
- A student may be placed in the Referral Unit (RU) by Heads of House and SLT overseen by the coordinator. This may be for a variable amount of time, dependent on the seriousness of the incident. This will be communicated to parents via letter and/or phone call home. A student may be required to "Step Out" to another educational setting as an alternative to a fixed term exclusion.
- All these sanctions extend to outside the school gates including taking part in any school-organised or school related activity or travelling to and from school or wearing school uniform or some other way identifiable as a pupil at the school or misbehaviour at any time, whether or not the conditions

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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.

Exclusion

The Governing Body has decided that in exceptional circumstances that exclusion will be used as a sanction either as a:

- fixed term or
- permanent exclusion

Fixed term exclusions totalling up to 45 days can be imposed on a pupil in any one academic year. A fixed term exclusion for six days or more will result in a pupil being educated elsewhere. If the fixed term exclusion plus previous exclusions within the same term total more than 15 days the Governors will automatically meet to review the exclusion and meet with parents and pupil in person.

Pupil Support

A number of pupil support systems are in place and are proving effective in promoting good behaviour. All school personnel work hard to ensure that these systems run smoothly.

Celebration of Good Behaviour

Good behaviour is celebrated in many different ways. Regular praise and encouragement is part of the school ethos.

- Pupils receive achievement points for lots of different reasons these include; producing excellent classwork, homework, for helping out, attending clubs and prefecting.
- At the end of each term there is a reward assembly where pupils receive raffle tickets based on their attendance and number of achievement points.
- There are also lots of other ways good behaviour is rewarded including stickers, notes in pupil handbooks, certificates, postcards home, phone calls etc.

Outside Agencies

We have invaluable support for pupils who demonstrate persistent poor behaviour from the:

- educational psychologist;
- educational welfare officer;
- school health nurse
- Social Services

Incidents

- All incidents of bad behaviour are recorded on SIMS
- The co-ordinator thoroughly investigates all red card plus or serious incidents and reports to the Headteacher.

Pupils Conduct Outside the School Gates

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The Governing Body are aware that 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."

In accordance with these provisions the Governing Body have determined that teachers 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.

Searching Pupils and Confiscation of Inappropriate Items

The Governing Body are aware that under certain circumstances, set out below, school staff have the right to search pupils and confiscate prohibited items.

Searches must be conducted in accordance with DfE guidelines (available from <http://media.education.gov.uk/assets/files/pdf/s/screening%20searching%20and%20confiscation%20advice.pdf>).

Searching

School staff can search a pupil for any item if the pupil agrees.

Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

knives or weapons

alcohol

illegal drugs

stolen items

tobacco, cigarette papers and vaporisers

fireworks

pornographic images

any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or

to cause personal injury to, or damage to the property of, any person (including the pupil).

Head teachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Use of reasonable Force

The Governing Body is aware that in certain circumstances, any member of the school staff may use reasonable force to control or restrain pupils. Brief guidelines are set out below, and the full Dfe guidelines are available from:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268771/use_of_reasonable_force_-_advice_for_headteachers_staff_and_governing_bodies_-_final_july_2013_001.pdf

What is reasonable force?

1. 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.
2. 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.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. 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.
5. 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.
6. 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 (Section 93, Education and Inspections Act 2006).

This power applies to any member of staff at the school. It can also apply to people whom the headteacher 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;
- and
- restrain a pupil at risk of harming themselves through physical outbursts.

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Schools cannot:

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

Malicious Allegations Against School Staff

The Governing Body takes all allegations against school staff seriously and they will be dealt with in under the Staff Discipline Procedure and in accordance with the Dfe Guidelines available from:

<http://media.education.gov.uk/assets/files/pdf/d/dealing%20with%20allegations%20of%20abuse%20october%202012.pdf>

However the Governing Body also regards malicious allegations by pupils as a serious matter and expects the Headteacher to consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as newsletters
- reports such as annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance

Training

We ensure all school personnel have equal chances of training, career development and promotion.

Periodic training will be organised for all school personnel so that they are kept up to date with new information and guide lines concerning equal opportunities.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

Every three years (or when the need arises) the effectiveness of this policy will be reviewed by the coordinator, the Headteacher and the Governors Welfare Committee and the necessary recommendations for improvement will be made to the Governors Welfare Committee.

Yellow Card (Break time or lunchtime detention)

- Attendance & punctuality issues
- Uniform & equipment issues
- Lack of co-operation
- Homework issues
- Other low level disruption behaviour issues

Red Card (After School Detention)

- Persistent attendance and punctuality issues
- Persistent uniform & equipment issues
- Refusal to follow instructions
- Bullying
- Racist, homophobic or other derogatory remarks
- Smoking
- Persistent homework issues

Red Card Plus (Referral Unit/Step Out/Fixed Term Exclusion)

- Persistent refusal to follow staff instructions
- Serious verbal aggression or racist, homophobic or other derogatory remarks towards staff
- Persistent bullying
- Physical assault
- Theft
- Criminal damage
- Possession of illegal substances

Initial Equality Impact Assessment

Policy Title	The aim(s) of this policy	Existing policy (☐)	New/Proposed Policy (☐)	Updated Policy (☐)
Behaviour & Discipline	Statement of policy compliant with Governors' Statement of Behaviour Principles			Yes

This policy affects or is likely to affect the following members of the school community (☐)	Pupils	School Personnel	Parents/carers	Governors	School Volunteers	School Visitors	Wider School Community
	Yes	Yes	Yes		Yes		

Question	Equality Groups																		Conclusion										
Does or could this policy have a negative impact on any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'yes' or 'not sure'				
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No			
	☐			☐			☐			☐			☐			☐			☐			☐				☐			
Does or could this policy help promote equality for any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'				
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	☐			☐			☐			☐			☐			☐			☐			☐			☐				☐
Does data collected from the equality groups have a positive impact on this policy?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'				
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	☐			☐			☐			☐			☐			☐			☐			☐			☐				☐

Conclusion We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.

Preliminary EIA completed by	Date	Preliminary EIA approved by	Date