

Policy	Behaviour and Discipline Policy 2022/23
Author/Person Responsible	<i>Helen Porter Headteacher</i>
Date of Ratification	<i>27 September 2022</i>
Review Group	<i>Quality of Education KFPS</i>
Ratification Group	<i>FGB</i>
Review Frequency	<i>Annually</i>
Review Date	<i>September 2023</i>
Previous Review Amendments/Notes	
Related Policies	<i>Anti-Bullying Charges, Voluntary Contributions and Remissions Policy Racial Equality Safeguarding Policy incorporating Child Protection SEND and Inclusion</i>
Chair of Governors Signature	

Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices:	Behaviour	DATE:	Sept 2022
EIA CARRIED OUT BY:	H Porter	EIA APPROVED BY:	R Newman

Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		Reasonable adjustments support all children
Gender reassignment (transsexual)		
Marriage and civil partnership		
Pregnancy and maternity		
Racial groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		
Sex (male, female)		
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		

Any adverse impacts are explored in a Full Impact Assessment.

Distribution List

- **Full Governing Body**

Ratification at Full Governing Body

- **Internal**

Kings' Forest School Web Site, Staff Meeting,

Stored on school office drive

- **Paper Copies**

Head teacher's office

- **Internet Copies**

Kings' Forest Primary School

www.kingsforestschoo.co.uk



Abbreviations: DfE (Department for Education), EYFS (Early Years Foundation Stage), LA (Local Authority), LBS (Lunch Break Supervisors), SEN/D (Special Educational Needs or disability) SLT (Senior Leadership Team); UNCRC (Convention on the rights of a child)

Aspire, Believe, Explore, Achieve

Rationale

At Kings' Forest Primary School we believe that our school community is built on positive relationships. We aim to provide an environment where every child can receive the best possible education and feel safe, secure and happy, irrespective of gender, disability, and ethnicity, social, cultural or religious background. It is the primary aim of Kings' Forest Primary School that every member of the school community feels valued and respected, and that each person is treated fairly and equally so that people can work together to create a safe, inspiring and respectful environment.

The policy aims to help children to become positive, responsible and increasingly independent members of our community. It will be applied consistently and fairly. This policy is underpinned by the Equalities Act 2010 and Suspensions and Permanent Exclusions from Maintained School (Sept 2022) .

This policy has been written using the school governors' Statement of Behaviour Principles, and should be read in conjunction with the following policies and guidance:-

- Anti-Bullying Policy
- Equalities Policy
- Safeguarding Policy and Child Protection
- SEND and Inclusion
- the Education Act 2002, as amended by the Education Act 2011;
- the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
- the Education and Inspections Act 2006;
- the Education Act 1996; and 4 7
- the Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by the Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014.

In applying this policy, we set boundaries that enable:

- Every child to feel listened to and respected, (Article 13, UNCRC)
- Everyone to have a right to an opinion and be equally respected, (Article 13, UNCRC)
- Everyone to be aware of their UNICEF Rights,
- Consistent use of rewards and sanctions to create equality and fairness,
- Every lesson to be taught effectively by removing any disturbances, promoting a positive, respectful and collaborative approach to learning, (Article 28 and 29, UNCRC)
- Resilient, reflective and collaborative learners,

U.N. Convention on the Rights of a Child

We have adopted this as a school in order to create safe & inspiring place to learn, where children's rights are respected, their talents are nurtured & they are able to thrive.

- Can exercise their right to be protected from being hurt or badly treated (Article 19, UNCRC)
- Can exercise their right to education which tries to develop their personality and abilities as much as possible and encourages them to respect other people's rights and values and to respect the environment (Article 28 and 29, UNCRC)
- Can exercise their right to play and relax by doing things like sports, music and drama (Article 31, UNCRC)
- Can exercise their right to express their thoughts and opinions and to access all kinds of information (Article 13 UNRC)

Duties under the Education and Inspections Act 2006

Under the Education and Inspections Act 2006, headteachers of maintained schools must determine measures to be taken with a view to:

- promoting, among pupils, self-discipline, and proper regard for authority,



- encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils,
- securing that the standard of behaviour of pupils is acceptable,
- securing that pupils complete any tasks reasonably assigned to them in connection with their education, and
- otherwise regulating the conduct of pupils.

At Kings' Forest School we will address behaviour that prevents the teacher from teaching and the learners from learning.

Duties under the Equality Act 2010 and Children and Families Act 2014

Under the Equality Act 2010 (the Equality Act) and the Equality Act 2010 schools must not discriminate against, harass, or victimise pupils because of: sex; race; disability; religion or belief; sexual orientation; pregnancy/maternity; or gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to any provision, criterion or practice which puts them at a substantial disadvantage, and the provision of auxiliary aids and services. In carrying out their functions, the public sector equality duty means schools must also have due regard to the need to:

- eliminate discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act;
- advance equality of opportunity between people who share a relevant protected characteristic and people who do not; and
- foster good relations between people who share a relevant protected characteristic and people who do not share it.

SEN/D

We are an inclusive school and aim to provide equal opportunities for all groups of children, including those with diverse needs. Where possible the response to a child's behaviour should not prevent the child from accessing learning, nor should the child's behaviour prevent others from learning. Where appropriate, 'reasonable adjustments' to the implementation of this policy will be made to allow for specific individual needs. These will be reviewed at regular SEN review meetings with the parents and teacher and SENCO if appropriate.

Core Values

Kings' Forest Primary School has a clear vision for children to 'aspire, believe, explore achieve' and has four core values to underpin this vision and promote positive behaviours.

At Kings' Forest Primary School, children are supported to:

- o Be Kind
- o Be Positive
- o Be Respectful
- o Be Responsible

General principles for behaviour management

We believe in creating a positive and respectful environment. We teach expected behaviours unpinned by the following principles:

- Setting consistently high expectations.
- Creating productive, positive and powerful learning environments promoted by predictable routines.
- Giving clear instruction on how to behave in different situations.
- Consistent and calm adult messages.
- Silent signals to get a child back on task.
- Repairing the mistake quickly and privately to allow children to succeed.

Rewards and celebration

The staff at Kings' Forest Primary School recognise that positive encouragement and rewards promote good behaviours in pupils and help to raise self-esteem. Wherever possible it is our intention to promote positive behaviour through the public and private recognition of what is good. Wherever appropriate, children's best efforts will be celebrated through display and performance; setting an example to others, recognising individual effort and setting a standard.

The list below sets out how this can be achieved:

- Through adults catching 'excellence' and giving specific praise.
- Recognition note uploaded to Class Dojo
- Send great learning to other staff members for reward or praise.
- Raffle tickets for the weekly prize and Pride of Kings' Forest
- Celebrated in our weekly 'Excellence' assembly
- "I thought you'd like to know" notes sent home



- Stickers given as a daily reward
- Team points and termly house cup
- Sunshine stickers used at the end of the school day.
- Providing opportunities for public presentation.

In class reward structure:

We have linked our class reward structure and school values to enable more children to feel valued and praise those who exemplify the right learning behaviours, values and routines consistently.

Raffle tickets

All adults within the school will reward above and beyond behaviour by giving a child a raffle ticket. These behaviours will be linked to our school values. All tickets are then placed in a class box and the raffle ticket will be drawn by the class teacher and the winner will have a choice of a prize in their assembly that week.

Excellence Assembly

Each week, one pupil from each class will be celebrated in a special assembly for excellent learning and/or demonstrating one of our core values. Parents will be invited to attend so they can watch their child get presented with their certificate and hear why they have been chosen.

Members of the leadership team will reward stickers for excellent pieces of work and any adult in the school can recognise a child for their behaviours linked to our school values

Sanctions

There may be occasions where a child finds it difficult to keep to our school values and therefore prevents other children from learning due to the disruption of their learning time. In these cases, appropriate sanctions will be applied. All adults will follow the below behaviour management techniques linked to the Paul Dix Better Behaviours Project. Our priority is to follow techniques that enable children to continue to learn.



Sanctions	Detail
Verbal reminder	Should a child start to make the wrong choice, and their behaviour falls short of one or more of our core values, they will be given a verbal reminder.
Repair	A child will be given a brief 'repair' conversation to discuss our school values and how to exemplify them. This is also their warning.
Time Out	<p>If a child continues to repeat those behaviours, following a warning, they will be sent for reflection to another class. This is to enable learning to still continue for both the child and the class they have disrupted. A text message will be sent home to inform parents/carers that there is something that needs to be discussed further with the child at home.</p> <p>The text message will state:</p> <p>Following a warning, _____ has had time out of class today for disrupting learning. Can you please discuss this with _____ at home. Thank you. Headteacher.</p> <p>The child will also complete a reflection sheet which will then be used to have a restorative conversation with the member of staff leading the lesson. The purpose of this is to rebuild the teacher/pupil professional relationship and try to guide the pupil to reflect on what happened and offer alternative resolutions in order to prevent the pupil from repeating the behaviour.</p> <p>They will miss that session in class and their next break time to complete the reflection and so all learning can still continue.</p> <p>During Covid restrictions, children will be sent to a member of the leadership team to complete their learning in that session.</p>
SLT	<p>Repeated behaviours, after following the above behaviour management strategies, will result in a child being sent to see a member of the leadership team.</p> <p>Also, single act of poor behaviour can result in a child being asked to see a member of SLT:</p> <ul style="list-style-type: none">• Offensive language at another person• Serious aggression• Defiance



All adults during play will follow the same behaviour management techniques. If a child repeatedly shows behaviours that fall below our school values or displays a single act of poor behaviour they will be sent to a member of the leadership team. This is to allow the child to reflect and then be taken back to class to start the learning in the next session. They will miss the following play time. A text message will be sent home stating:

"During play time, _____ has displayed behaviours that fall below our school values. They will miss their next play time. Can you please discuss this with _____ at home. Thank you. Headteacher."

The role of parents/carers

Parents have a very important part to play in their children's education. It is important for children receive consistent messages about how to behave at home and in school linked with our school values. If you would like any help with this, please contact the school office.

When a child falls below our school values a text message system is used to ensure that a parent will receive clear communication the day this incident has taken place. A text message will allow a parent and child to reflect honestly at home together.

If parents or carers have any concerns about the way their child has been treated, they should initially contact the class teacher through the office. If the concern remains, they should contact the Headteacher. If their concerns remain, the governing body can be contacted via the school office. The SLT team will retain records, monitor behaviour patterns and incidents and will work together with the parent/carer of the child.

Suspension and permanent exclusions

This government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating a calm, safe, and supportive environment in which pupils can learn and thrive. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school. (pg 11, Suspension and Permanent Exclusion, DfE, Sept 2022)

1. Only the headteacher (or deputy in their absence) of a school can suspend or permanently exclude a pupil on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.



2. A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion. Any decision of a headteacher, including suspension or permanent exclusion, must be made in line with the principles of administrative law, i.e., that it is: lawful (with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties); reasonable; fair; and proportionate.
3. When establishing the facts in relation to a suspension or permanent exclusion decision the headteacher must apply the civil standard of proof, i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the headteacher should accept that something happened if it is more likely that it happened than that it did not happen. The headteacher must take account of their legal duty of care when sending a pupil home following an exclusion.
4. Headteachers should also take the pupil's views into account, considering these in light of their age and understanding, before deciding to exclude, unless it would not be appropriate to do so. They should inform the pupil about how their views have been factored into any decision made.

Suspension

5. A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool that should be set out within a school's behaviour policy.
6. A pupil may be suspended for one or more fixed periods¹⁴ (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period.
7. A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a pupil, headteachers and schools should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.
8. It is important that during a suspension, pupils still receive their education. Headteachers should take steps to ensure that work is set and marked for pupils during the first five school days of a suspension. This can include utilising any online pathways such as Google Classroom or Oak National Academy.



9. 15 The school's legal duties to pupils with disabilities or special educational needs remain in force, for example, to make reasonable adjustments in how they support disabled pupils during this period. Any time a pupil is sent home due to disciplinary reasons and asked to log on or utilise online pathways should always be recorded as a suspension.
10. A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. The legal requirements relating to the suspension, such as the headteacher's duty to notify parents, apply in all cases. Lunchtime suspensions are counted as half a school day in determining whether a governing board meeting is triggered.
11. The law does not allow for extending a suspension or 'converting' a suspension into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further suspension may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the suspension.

Permanent exclusion

12. A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:
 - in response to a serious breach or persistent breaches of the school's behaviour policy;
 - and
 - where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.
13. For any permanent exclusion, headteachers should take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision. Any appropriate referrals to support services or notifying key workers (such as a pupil's social worker) should also be considered.



14. The headteacher may cancel any exclusion that has already begun, but this should only be done where it has not yet been reviewed by the governing board. Where an exclusion is cancelled, then:
- Parents, the governing board, and the LA should be notified without delay and, if relevant, the social worker and VSH;
 - Parents should be offered the opportunity to meet with the headteacher to discuss the circumstances that led to the exclusion being cancelled;
 - Schools should report to the governing board once per term on the number of exclusions which have been cancelled. This should include the circumstances and reasons for the cancellation enabling governing boards to have appropriate oversight and;
 - The pupil should be allowed back into school.
15. When headteachers suspend or permanently exclude a pupil they must, without delay, notify parents. Legislative changes mean that if a pupil has a social worker, or if a pupil is looked-after, the headteacher must now, also without delay after their decision, notify the social worker and/or VSH, as applicable.
16. When headteachers suspend or permanently exclude a pupil, they must also notify the local authority, without delay. Legislative changes mean that this must be done regardless of the length of a suspension.

Examples of a serious breach:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability
- Defiance
- Taking themselves off site

This list is non-exhaustive and is intended to offer examples rather than be complete or definitive.



Bullying

Kings' Forest Primary School takes the act of bullying very seriously. Parents and children are encouraged to report any episodes where they feel bullying may have taken place to either a staff member or the headteacher, where guidelines contained in the Anti-Bullying Policy will be followed. Any incidence of bullying will be recorded in accordance with guidelines in the aforementioned policy. We take into account the Equality Act and of our duty not to discriminate against pupils for any reason.

The deliberate use of racially offensive language will be considered as a serious breach of this policy.

The use of reasonable force to control or restrain a pupil

Staff at Kings' Forest Primary School will never use force as a punishment. However, there may be a rare occasion when the use of reasonable force to guide, escort or restrain a pupil may be called for. Where possible more than one adult will be present.

The Education and Inspections Act 2006 states that staff can use reasonable force to:

- stop pupils committing any offence;
- causing personal injury to, or damage to the property of any person (including the pupil him/herself;
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise;
- where a child's behaviour is known to place them or others at risk, a positive handling plan will be drawn up and discussed and agreed with the parent.

Staff will report any such incidents to the headteacher, record incident and inform parents.

Screening and Searching Pupils

The headteacher has the right to search pupils and their property for any dangerous items including stolen/mislaid property. Searches will always be carried out by the headteacher, in the headteacher's office, or in a room in the admin corridor, away from classrooms; there must always be another member of staff present.

Any dangerous items including stolen/mislaid property which are found in such a search must be stored in a locked cupboard or the school safe. Parents or carers



of the child must then be asked to collect the item, unless the headteacher feels it is necessary to retain it as part of further investigations.

Allegations against staff accused of misconduct

Any allegations against staff will be taken seriously. Pupils and parents are encouraged to report any concerns to the headteacher where guidelines in the Safeguarding Policy Incorporating Child Protection and the DfE publication; 'Dealing with Allegations of Abuse against Teachers and Other Staff' will be followed. Staff members will not automatically be suspended following an accusation of misconduct pending an investigation.

If an allegation against a member of staff is determined to be unfounded or malicious, the headteacher should refer the matter to the LA children's social care to determine whether the child concerned is in need of services, or may have been abused by someone else. In the event that an allegation is shown to have been deliberately invented or malicious, the headteacher should consider whether any disciplinary action is appropriate against the pupil who made it, or the police should be asked to consider whether any action might be appropriate against the person responsible, including if he or she was not a pupil.

Reviewing

The governing body will review this policy annually. They may however, review this policy earlier if the government introduces new regulations, or if they receive recommendations on how the policy may be improved.

Staged Approach to Behaviour which is Causing Concern or Severe/Extreme Behaviour

Stage 1 – Where behaviour is causing concern: Behaviour is monitored by class teacher and senior leaders. Parents and child are informed of the specific concerns and reminded of the expectation of the school. Behaviour will be reviewed after six weeks or sooner if behaviour continues to escalate. A decision is made to remove the child from stage 1 or escalate to stage 2. Parents and child are informed.

Stage 2 – The school SENCO is informed and an EHAP may be considered if the school believes a multi-agency approach is required. An individual behaviour is planned, written and shared with child and parents. The school's Family Support worker may become involved. The behaviour plan will be reviewed after 6 weeks or sooner if behaviour continues to escalate. A decision will be made to remove child from Stage 2 and step down to Stage 1 or escalate to Stage 3.

Stage 3 – An EHAP will be started if parents/carers give consent. This will support a multi-agency approach and set actions for child, parents and school. Multi-agencies may include some of the following professionals: Behaviour/Inclusion Support, Educational Psychologist, Family/Young Person Support Worker (FYPS), Paediatrician or other medical professionals, Expertise from Pathways Learning Centre; Referral to High Risk Group. A request for a statutory assessment for an Education Health Care Plan may be made. Behaviour will be reviewed every six weeks or sooner if behaviour continues to escalate. A decision will be made to step down to Stage 2 or Stage 1. Continual breaches or a single serious breach may result in escalation to Stage 4 or Stage 5.

Stage 4 – Suspension will be used in response to continual breaches or a single breach which involves severe/extreme behaviour. Stage 3 support will be continued. Parents informed that further breaches of the behaviour policy may result in permanent exclusion, escalation to Stage 5. Alternative provision or a managed move may be considered before permanent exclusion. The child may be discussed at High Risk Group.

Stage 5 – Permanent exclusion: parents have a right to appeal.



APPENDIX 2

Preventive Measures to school exclusion:

Alternative Provision:

The very best Alternative Provision (AP) can be important co-experts in managing behaviour and providing alternatives to exclusion. This could include outreach support for pupils in mainstream schools and offering short-term places to pupils who need a time limited intervention away from their mainstream school. Schools should work with high quality AP providers to ensure a continuum of support is available for pupils for whom good behaviour cultures and policies are not working.

Any use of AP should be based on an understanding of the support a child or young person needs in order to improve their behaviour, as well as any SEND or health needs. Off-site direction may only be used as a way to improve future behaviour and not as a sanction or punishment for past misconduct. Off-site direction should only be used where in-school interventions and/or outreach have been unsuccessful or are deemed inappropriate and should only be used to arrange a temporary stay in AP.

We take regard of Alternative Provision: Statutory Guidance for Local Authorities, Headteachers and Governing Bodies (January 2013)

Managed Moves:

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. Managed moves should be voluntary and agreed with all parties involved, including the parents and the admission authority of the new school. If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction should be used. Managed moves should only occur when it is in the pupil's best interests.