

# **ASTON FENCE J & I SCHOOL**



**BEHAVIOUR & DISCIPLINE POLICY**

**December 2022**

# **BEHAVIOUR & DISCIPLINE POLICY**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2022) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

Aston Fence believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

We aim to provide a supportive environment in which children receive care and stability through promoting good behaviour as well as helping children to work through their frustrations and anger.

It is every child's entitlement to attend school in a climate free from fear of physical and psychological harm.

They are entitled to receive an education without interruption or disturbance.

All children within school are taught that there is a consequence for their actions/behaviour, whether this be positive or negative. As a school, we define a consequence as a means of teaching, maintaining accountability and maintaining safety.

## **THE AIMS OF OUR BEHAVIOUR POLICY**

For children to have respect for their school

For children to have respect for each other

For children to appreciate that other individuals have rights and feelings just like themselves and are worthy of respect and consideration.

## **THREE BASIC RIGHTS**

1. To feel safe and be safe
2. To learn
3. To be treated with respect

All three basic principles/rights to be applied with relentless consistency throughout school.

## **ESTABLISH A POSITIVE CLASSROOM**

6 ways to create a positive environment:

1. Catch children doing the right thing
2. Say what you do want ... not what you don't
3. Get to know your pupils' interests
4. Acknowledge feelings
5. Establish routines for pupils who need help
6. Encourage and be specific – real things that can be pointed out

Good behaviour, the right attitude, sensitivity to others and respect and politeness to others are always rewarded with praise and encouragement.

We should not need to issue praise for every single thing a child does if it only falls within the parameters of the set standard for that particular child.

Through positive reinforcement of what a child achieves, we can hopefully re-set new goals or targets, which we and the child consider to be worthwhile and attainable.

It is important that we treat each child as we find them and not by a reputation that goes before them. The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school will aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will aim to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the formal and informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment.
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing.

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

Every day is a new start.

**Praise can be given in a variety of ways and can include the following:**

- Recognition to the whole class of a good piece of work or deed (work may then be displayed in or around the school as a way of showcasing it)
- Positive comments on a piece of work – marking and feedback
- A visit to another teacher for praise
- A visit to the Headteacher
- Recognition in front of the whole school (Good Work Assembly)
- Letter to parents or text message
- A simple quiet word of congratulations
- Praise cards to be taken home
- Special mentions on Twitter

### **EXPECTATIONS REQUIRED OF ALL STAFF**

Mutual respect by both adults of children and children of adults has a vital role in the behaviour policy.

Expect to give and receive respect.

Good order has to be worked for: it does not simply happen.

Good relationships are vital between everyone at every level.

Accept that some 'problems' are normal where children are learning and testing the boundaries of acceptable behaviour.

Be positive, address the problem – listen, establish the facts, judge only when certain and avoid confrontation.

Our success is judged not by the absence of problems but the way in which we deal with them.

We should ensure that all children, irrespective of their sex, colour or creed are given the same opportunities and that this is clearly seen throughout school by other children.

Be consistent in the way situations are handled. Establish routines and apply with relentless consistency.

Ensure that consequences we wish to administer are carried out by ourselves and are seen by the rest of the class to be working.

Support each other, talk with colleagues in a sensible and honest manner so that we can help each other as and when necessary.

Keep things in perspective.

Recognise that behaviour needs to be taught and take care not to measure success or failure in too short a time span.

## **CLASSROOM**

Create and sustain a positive, supportive and secure environment. Well prepared, stimulating lessons generate good behaviour and earn respect. Bored, frustrated children often result in poor behaviour.

Expect to:

- Arrive before the class and begin on time
- Be prepared for the lesson
- Keep everyone occupied and interested
- Extend and motivate all pupils
- Mark all work promptly and constructively in line with the Marking and Feedback Policy
- Encourage creative dialogue
- Keep an attractive, clean and tidy room
- Maintain interesting displays.

Make sparing and consistent use of reprimands. Be firm, not aggressive - target the right pupil, criticise the behaviour, not the person, use private rather than public reprimands whenever possible, be fair and consistent and avoid sarcasm and idle threats. Avoid consequences which humiliate – this breeds resentment.

Model standards of behaviour expected of pupils. Emphasise the positive, including praise for good behaviour as well as good work.

Establish routines and apply consistently.

## **PLAYGROUND DUTY**

Everyone is involved with a duty at sometime. It is vital that we are consistent with procedures. Children like structure and to know where they stand.

**Send children out onto the yard only when the teacher on duty is outside.**

Be outside on time at the end of playtime/lunchtime – very important.

At the end of playtime, children line up in their allocated place. Staff collect children and children enter school in a quiet and orderly manner.

## **MID-DAY SUPERVISION**

If a child is unco-operative, they are spoken to by the supervisor about their behaviour. If they continue not to co-operate, they are asked to walk with the supervisor for 5 minutes. If they continue to be disruptive, another child will be sent

in to collect a teacher who will escort the child in. This will add up to two ticks on the board.

## **BULLYING**

Bullying is treated with the utmost concern. A separate policy is available on this subject. This includes Cyber-bullying.

## **CHILD ON CHILD ABUSE**

Child on child abuse occurs when a young person is exploited, bullied and/or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18.

'Child on Child' abuse can relate to various forms of abuse (not just sexual abuse and exploitation), and crucially it does not capture the fact that the behaviour in question is harmful to the child perpetrator as well as the victim. Child on child abuse may not just occur between peers, but also family members, siblings, etc.

Key areas where peer on peer abuse occurs are:

- Bullying, including online/cyber bullying and prejudice-based bullying
- Racist, religious, disability and homophobic or transphobic abuse
- Gender based violence/violence against girls and young women
- Teenage relationship abuse
- Issues relating to gang activity and youth violence
- Sexual harassment and sexual violence, including texting and harmful sexual behaviour
- **Upskirting** - taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks (carries a 2-year sentence under the Voyeurism (Offences) Act 2019)
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In line with 'Keeping Children Safe in Education', all staff are trained in how to deal with any incidents of peer on peer abuse. Please refer to the school's Safeguarding Policy for further details.

## **SEXUAL ABUSE, HARASSMENT AND DISCRIMINATION**

Our school prohibits all forms of sexual abuse, and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling peer-on-peer sexual abuse and discrimination are detailed in the Peer-on-Peer Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents

## **PARENTAL CONCERN**

The support of parents in maintaining a high standard of discipline is seen as essential. Communication between all parties is important. If a child has had difficulties away from school, that could cause problems for the child in school - appropriate adults needs to be made aware of the situation.

## **CONSEQUENCE STEPS**

### **Consequence One**

- results in a child getting his/her name on the board. This acts as a warning.

### **Consequence Two**

- the child gets a tick placed alongside their name. They miss 5 minutes of the following playtime. (Teacher responsible – don't pass onto someone else. It gives the wrong message about who is in charge.)

### **Consequence Three**

- child gets a second tick. They will now miss the entire following playtime.

### **Consequence Four**

- child gets a third tick. They are sent to the head/assistant head. The child may at this stage be sent to another class for 15 minutes for time out.

### **Consequence Five**

- Child gets a fourth tick and parent will be contacted.

Possible home-school diary initiated.

Ticks can be removed for good behaviour during the day.

Ticks **will be removed** at the end of each day.

## **Principles for imposing consequences**

- All consequences should follow the agreed school policy.
- Whatever is used should be capable of being seen to be fair and work.
- Consequences should be aimed at undesirable behaviour and not simply the child.
- If possible, consequences should make restitution to the victim or group.
- A warning may be all that is necessary.



- Consequences should be consistent.
- Consequences should be as near in time to the misbehaviour as possible.
- Try to give consequences in a controlled manner.
- If you are emotionally fraught, try to wait or seek support from another adult.

### **Severity of Consequences**

It is the **certainty** of a consequence rather than the severity of it that makes the difference.

Teachers who ALWAYS follow up misbehaviour have the fewest behaviour problems.

### **Consequences Available**

- verbal rebuke – discussion with an adult
- moving the child to another situation in the class
- making restitution to others
- missed playtimes under supervision
- missed lunchtime
- missed privileges – e.g. after-school club if child disrupts the smooth running of the club
- reported to head/assistant head
- discussion with parents (parents coming into school)
- time out in the quiet/study room
- home-school diary between school and home
- internal exclusion monitored by teaching assistants in the quiet/study room
- last resort - fixed term exclusion

Occasionally, alternative consequences or strategies may be used as a form of behaviour management depending upon the situation and/or the need. These may involve an individual pupil, a group of pupils or the whole class.

### **PHYSICAL INTERVENTION**

In line with the school's Positive Handling policy, **trained members of staff** will have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the policy. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the pupil will be immediately taken to the headteacher, and the pupil's parent will be contacted. Where appropriate, the headteacher may decide to temporarily remove the pupil from the school via a suspension, in line with the DfE's guidance on 'Suspension and Permanent

Exclusion'. Where suspension is carried out, the pupil's parent will be asked to collect the pupil and take them home for the rest of the day – pupils will not be sent home without the school contacting their parent.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

## **REMOVAL FROM THE CLASSROOM**

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff.

The pupil will be moved to a room that is:

- In an appropriate area of the school
- Stocked with appropriate resources
- Suitable to learn and refocus
- Supervised by trained members of staff

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The headteacher will request that the pupil's class teachers set them appropriate work to complete.

The headteacher will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary.

Pupils will be permitted to eat during the allocated times of the school day and may use the toilet as required.

## FIXED-TERM AND PERMANENT EXCLUSIONS

The school will follow LA policy and procedures should an exclusion need to be considered.

The length of exclusion will be at the discretion of the headteacher.

Exclusions will only ever be used as a final option when all other avenues have been sought. This may include seeking advice from the LA.

In imposing sanctions, consider the following:

- the age of the child and their level of maturity
- their behaviour to date. Is this the first or the tenth time?
- the exact circumstances of the situation
- what contributory factors do we need to consider?
- avoid imposing sanctions if feeling angry

Make sure that you keep in control of the situation and accept your own responsibilities relating to the matter. Sorting something out successfully, without the need of others to assist, gives out an important message to other children.

Expecting someone else to sort out and/or assist in a situation also passes a message to the children, but with the wrong conclusions being drawn if this is always the case.

## PROPORTION AND CONSISTENCY

Keep things in perspective

- Make sure that children aren't getting into 'big trouble' over minor incidents.
- Be consistent: If swinging on a chair isn't acceptable for one child, then it isn't acceptable for another.

## THE ROLE OF THE HEADTEACHER

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- **[Maintained schools only] Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.**

- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

### **THE ROLE OF THE SENIOR MENTAL HEALTH LEAD**

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

### **THE ROLE OF THE SENDCO**

- Collaborating with the governing board, headteacher and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

### **THE ROLE OF THE PARENTS**

- Support our ethos, expectations and policy.
- Support their child in adhering to the school rules and work in partnership with the school.
- Maintain a supportive dialogue between home and school, informing the school of any changes in circumstances which may affect their child's behaviour.

## **THE ROLE OF THE GOVERNORS**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines. The governors provide the appeal panel in case of an exclusion. The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

## **STAFF INDUCTION, DEVELOPMENT AND SUPPORT**

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs. Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

## **PROHIBITED ITEMS, SEARCHING PUPILS AND CONFISCATION**

Headteachers and staff authorised by them will 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. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Physical Intervention Policy. The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- 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 any person, including the pupil themselves;  
or
- To damage the property of any person, including the pupil themselves.

All members of staff can use their power to search without consent for any of the items listed above.

### **BEHAVIOUR OUTSIDE OF THE SCHOOL PREMISES**

Pupils at the school must agree to represent the school in a positive manner. Our behaviour principles and expectations apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at our school.

Staff may also discipline pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.
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Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

### **MONITORING**

The headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

### **REVIEW**

The governing body will review this policy every two years. It may, however, review the policy earlier than this, if it is deemed necessary, the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.