



*“We seek to develop the whole child  
within a Christian Ethos,  
preparing them for a happy, healthy and fulfilled life ahead.”*

## **Partney Church of England School Behaviour Policies**

<b>Review Date</b>	<b>By whom</b>	<b>Comments</b>	<b>Next Review</b>
January 2014		Initiated New Behaviour Code with children, staff and parents.	
March 2014	Full Governing Body	Behaviour Policy Only	March 2015
June 2015	Pupils and Staffing Committee/Full Gov Body July 2015	SK - amalgamation of 4 Policies beneath and update of Control and Restraint, Behaviour Intervention and Exclusion Policies.	June 2016
June 2016	Pupils and Staffing Committee May 16	Slight changes to role of School Council	June 2018

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1. *Behaviour and Discipline Policy inc. Behaviour Code, Consequences and School Protocol.*
2. *Positive Handling Policy*
3. *Pupil Exclusion Policy*
4. *Pupil Supervision Policy*

# Behaviour and Discipline Policy

We believe this policy relates to the following legislation:

- School Standards and Framework Act 1998
- Education and Inspection Act 2006
- Apprenticeships, Skills, Children and Learning Act 2009
- Education Act 2011
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- [The Education \(Independent School Standards\) \(England\) \(Amendment\) Regulations 2014](#)

We have a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is annually reviewed, made available to all stakeholders and is consistent throughout the school.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

## 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.
- To promote a framework of rights, **responsibilities** and rules. These three strands should work together to create a **caring Christian community** atmosphere.
- To work with other schools and the local authority to share good practice in order to improve this policy.

## 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;
- 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;
- nominated a designated Equalities governor or committee to ensure that appropriate action 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;



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- 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;
- responsibility for the effective implementation, monitoring and evaluation of this policy

### **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**;
- **ensure the concept of forgiveness and redemption is promoted within the Behaviour Code**;
- 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;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by analysing :
  - pupil attitudes to school and learning
  - the views of pupils, parents, school personnel and governors
  - the number of fixed-period and permanent exclusions
  - incident logs, rewards and sanctions
  - the number of reported cases of bullying
  - strategies to improve behaviour and discipline
- make effective use of relevant research and information to improve this policy;
- annually report to the Governing Body on the success and development of this policy.

### **Role of Teachers**

The Teachers will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher and the nominated governor/committee
- provide guidance and support for support staff and students
- keep up to date with new developments and resources;
- provide well planned, interesting and demanding lessons which will contribute to maintaining good discipline;
- work with the School Council;
- monitor school support systems;
- undertake classroom monitoring;
- track pupils through IEPs;
- create links with parents;
- deal with external agencies;
- review and monitor;
- Contribute to the annual report to the Governing Body on the success and development of this policy



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### **Role of the Nominated Governor Committee**

The Nominated Governor/Committee will:

- work closely with the Headteacher;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- attend relevant training related to this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy

### **Role of School Personnel**

School personnel (Teachers and Support Staff) 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 by applying consequences.
- apply all rewards and sanctions fairly and consistently;
- discuss pupil behaviour and discipline regularly at staff meetings;
- 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 will:

- be aware of and comply with the Behaviour Code (See Appendix 1)
- be polite and well behaved at all times;
- show consideration to others;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- 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;
- obey all health and safety regulations in all areas of the school;
- co-sign and abide by the Home School Agreement;
- liaise with the school council make suggestions about improving school behaviour;
- 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



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- be asked to take part periodic surveys conducted by the school;
- support the school Behaviour Code and guidance necessary to ensure smooth running of the school

### **Role of the School Council**

The School Council will be involved in:

- 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

### **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

### **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 at the weekly Golden Collective Worship. But regular praise and encouragement is part of the school ethos.

### **Outside Agencies**

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

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

### **Incidents**

- All incidents of bad behaviour are recorded initially in the class book and then in the Headteacher's book.



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### **Monitoring the Effectiveness of the Policy**

The practical application of this policy will be reviewed annually or when the need arises by the the Headteacher and the nominated governors' Committee.

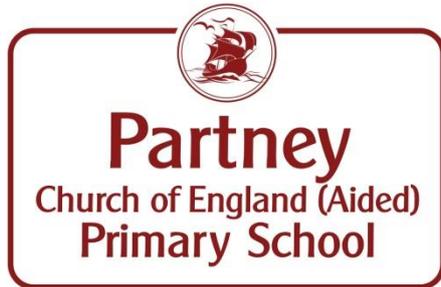
A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement. (See Policy Evaluation)

### **Linked Policies**

▪ Safeguarding & Child Protection	▪ Health & Safety
▪ Supervision of Pupils	▪ Anti-Bullying
▪ Pupil Exclusion	▪ Positive Handling (Restraint of Pupils)



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# Behaviour Code

## Five Golden Rules

- **Have the right equipment at the right time in the right place!**
- **Keep hands and feet (and other objects) to yourself.**
- **Listen (to instructions) the first time.**
- **Talk when it's your turn.**
- **Walk in School.**

## Rewards

- **Lots of praise**
- **Stickers**
- **Certificates/Golden Assembly**

(Class Teachers will have own age appropriate ways of tracking this).

## Consequences (within one day)

**Stage 1:** Firm reminder of the rule

**Stage 2:** Warning

**Stage 3:** Warning written in class behaviour book along with why.

**Stage 4:** Time Out with HT (10-15 minutes) may be in lunch or break time. Written in Mrs Kay's book.

**Stage 5:** HT to contact parents/carers. A letter will also be sent, with a little bit of 'thinking' homework to be signed and sent back the next day.

**Start afresh the next day!**



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## **Appendix 2 - School Procedures and Protocol**

To help the school run smoothly on a daily basis, the following procedures are agreed with staff and are constantly reviewed in the event of any changes to personnel or buildings. They are also outlined in the school Handbook.

### **Before School**

- Playground Supervisor on playground 8.30 am to 8.45 am
- No children to be left unsupervised on playground until Playground Supervisor present.
- Late pupils to arrive via Main Entrance and be entered in the late book by parent and a reason supplied.
- On first whistle, at 8.40 am, children stand quietly then on second whistle they enter school one year group/class at a time.
- All teachers and Head teacher to be on yard to greet children and parents at 8.40 am.
- No parents or children need to come into school prior to 8.45 am but may have a quick word with teachers or TAs when the class is collected on the playground.

### **Assembly**

- Children to enter and leave the hall silently.
- To sit down when asked by the Head teacher or class teacher
- Sit still
- Teachers to sit angled from the front to assist with encouraging good behaviour.
- Assembly to start at 9.00 am

### **Breaks/Playground**

- Two members of staff on duty at break and lunchtimes.
- Children to be seen at all times.
- Behaviour Policy applies outside. Please inform class teacher of any unacceptable behaviour; any fighting, physical violence should automatically be referred to Head Teacher (Stage 4).
- Children are not to go into Class One garden or on the grass unless Teacher or TA on duty has given permission.
- Children must not sit or climb on fences.
- Children must never leave the playground without permission.
- On first whistle children stand quietly then on second whistle they enter school one year group/class at a time.
- The staff car park, and shed are all out of bounds unless supervised by a member of staff. Please inform HT.
- Shoes must be kept on at all times.
- If children are staying inside school to do a job supervised by Teacher/TA at lunchtime the Midday Supervisor must be informed.

### **Behaviour Around School**



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- Please follow the Golden Rules throughout the school at all times and in all places including toilets. Rules and consequences apply to before and after school clubs too.
- Children should be encouraged to move quietly around school.
- Children should be escorted by a teacher or TA when moving from class to class in groups.
- Children must never let adults into the school even if they know the adult. (Green door buttons)

### **At the End of the School Day**

- All Class 3 children leave school by the playground doors.
- Class 1 and 2 leave by their fire exit and given to parents and if not collected then supervised on to the playground at 3.10 pm.
- All club children are on the playground until 3.25 pm and collected by club leader and delivered back after clubs at 4.25 pm (or 5.00 pm for Film Club).
- Home2School pupils are to be collected from the office entrance.

### **Trips and Sports Tournaments**

- Our School Behaviour Code should be routinely reinforced on School Trips
- Safety and behaviour talk must be carried out by Teacher beforehand in conjunction with the completed risk assessment.

## **Positive Handling (Restraint of Pupils)**

We believe this policy relates to the following legislation:

- Education and Inspections Act 2006
- Equality Act 2010
- Special Educational Needs and Disability (Detained Persons) Regulations 2015

The following documentation is also related to this policy:

- Equality Act 2010: Advice for Schools (DfE)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)
- Use of Reasonable force in Schools: a summary for Headteachers, Staff and Governing Bodies (DfE)

We work hard to maintain a positive school ethos where all members of the school community work well alongside each other developing positive working relationships.

We are fully committed to every child receiving the very best education and ensuring that all pupils reach their full potential in a safe, secure, welcoming and nurturing school environment where everyone is valued equally and where the use of positive handling is minimised.

We want pupils to come to school to enjoy the meaningful experiences that we offer and where they feel valued and respected. We want them to be well behaved and to have a sense of pride in themselves and their school.

We acknowledge that Section 93 of the Education and Inspections Act 2006 allows school personnel to use reasonable force to restrain a pupil from doing, or continuing to do, any of the following:

- committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- causing personal injury to, or damage to the property of, any person (including the pupil himself); or
- 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

(Department for Education – Use of reasonable force)

We understand that there is no legal definition when reasonable force can be used. ‘That will always depend on the precise circumstances of individual circumstances of individual cases. To be judged lawful, the force used would need to be in proportion to the consequences it is intended to prevent. The degree of force used should be the minimum needed to achieve the desired result. Use of force could not be justified to prevent trivial misbehaviour’. (Department for Education – Use of reasonable force)



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We understand that unpaid school volunteers or parents accompanying pupils on an educational visit who have been put in temporary charge of pupils by the Headteacher may use reasonable force if need be.

We do not support the use of force as a form of punishment under any circumstance.

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.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

## **Aims**

- To maintain a positive school ethos where all members of the school community work well alongside each other developing positive working relationships.
- To make school personnel aware that they can use reasonable force to restrain a pupil only in extreme circumstances.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

## **Responsibility for the Policy and Procedure**

### **Role of the Governing Body**

The Governing Body has:

- delegated powers and responsibilities to the Headteacher to ensure all school personnel are aware that they can use reasonable force to control or restrain pupils in certain circumstances;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- the responsibility to reassure all school personnel that they will not be automatically suspended if they are accused of using excessive force;
- the responsibility to reassure all school personnel that they will be supported if they use excessive force;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor/committee to ensure that appropriate action 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;
- make effective use of relevant research and information to improve this policy;
- 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;
- responsibility for the effective implementation, monitoring and evaluation of this policy.



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### **Role of the Headteacher**

The Headteacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure that parents are aware that the school does not need the consent of parents to use reasonable force;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- ensure that all school personnel are aware that they have a legal duty to 'make reasonable adjustments for disabled children and children with special educational needs';
- make effective use of relevant research and information to improve this policy;
- keep up to date with new developments and resources;
- provide leadership and vision in respect of equality;
- monitor the effectiveness of this policy by speaking with pupils, school personnel, parents and governors;
- annually report to the Governing Body on the success and development of this policy.

### **Role of the Nominated Governor/committee**

The Nominated Governor/committee will:

- work closely with the Headteacher;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- attend training related to this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy.

### **Role of School Personnel**

School personnel (Teachers and Support Staff) will:

- comply with all aspects of this policy;
- take part in training in positive handling techniques;
- be aware of their responsibility in assessing risks in particular circumstances;
- make judgements when the use of force is necessary and how much force is to be used;
- report to the Headteacher all incidents of restraint and record all incidents on the appropriate report form;
- be aware of all other linked policies;
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- work in partnership parents and carers keeping them up to date with their child's progress and behaviour at school;
- 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 will promote a positive image of the school and themselves by:

- being aware of and comply with this policy;
- listening carefully to all instructions given by the teacher;
- asking for further help if they do not understand;
- participating fully in all lessons;



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- treating others, their work and equipment with respect;
- supporting the school Behaviour Code and guidance necessary to ensure the smooth running of the school;
- talking to others without shouting and will use language which is neither abusive nor offensive;
- liaising with the school council;
- taking part in questionnaires and surveys.

### **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;
- organising surveys to gauge the thoughts of all pupils;
- reviewing the effectiveness of this policy with the Governing Body.

### **Role of Parents/Carers**

Parents/carers will:

- be aware of and comply with this policy;
- 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.

### **Minimising the need to use force**

We have the following in place in order to reduce the likelihood of any member of staff using force:

- A calm, orderly and supportive school climate.
- Strong and effective relationships between pupils and staff.
- A strong sense of Christian values, pervading the school.
- An effective staff development programme that develops the skills of positive behaviour management.
- Identifying when an incident is going to happen.
- Using effective strategies to manage all incidents that occur.
- Informing a disruptive pupil that force may be used before using it.

### **School Personnel authorised to use force**

All school personnel whose job involves supervising pupils may use force to restrain a pupil but only in extreme circumstances.

All staff will receive periodic training in pupil restraint.

### **Deciding whether to use force**

We believe that the use of force and what force to use must always depend on the circumstances of each incident.

We acknowledge that when faced with an incident there is very little time for school personnel to think before making a quick but effective decision.

However, school personnel must be aware of and consider the following:



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- Assessing the seriousness of the incident that if force is not used then it could result in injury, damage or disorder.
- After considering alternatives for dealing with the situation, force is the only justifiable way of achieving a positive result.
- Assessing the number of risks connected with using force compared with using other strategies.

### **Types of Incidents**

School personnel will have to make decisions when dealing with any of the following incidents:

- **Fighting** - pupils fighting.
- **Attack** - a pupil attacks an adult or another pupil.
- **Damage to property** – a pupil deliberately damages property or is about to.
- **Injury or damage** – a pupil causes or is about to cause injury or damage.
- **Absconding** – when a pupil tries to leave school which could put his/her own safety at risk, the safety of others or the damage to property.
- **Defying an instruction** – when a pupil persistently refuses to leave a classroom.
- **Disruption of lessons** – when a pupil’s behaviour seriously disrupts a lesson.
- **Disrupting a school event** – when a pupil’s behaviour seriously disrupts a school event.

### **Using Force**

When faced with an incident and before force is used, school personnel must:

- act in a calm and measured manner;
- show no anger or frustration;
- tell the pupil to stop misbehaving or restraint will be used but will stop when the pupil behaves

School personnel may use the following types of force:

- **passive physical contact** by standing between pupils or by blocking a pupil’s path;
- **active physical contact** by using restrictive holds, leading a pupil by the arm or hand or ushering a pupil away by placing a hand in the centre of the back

School personnel must make every effort not to harm a pupil or restrain a pupil that could be interpreted as sexually inappropriate conduct.

### **Risk Assessments**

Risk assessments are in place for:

- a variety of potential incidents
- individual pupils

### **School Personnel Training**

School personnel will be trained by an accredited trainer in the techniques of restraint every three years.

All school personnel:

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:
  - All aspects of this policy



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- Safeguarding and Child Protection
- Health and Safety
- Supervision of Pupils
- Pupil Behaviour and Discipline
- Equal opportunities
- Inclusion

- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

### **Recording Incidents**

Records will be kept of all incidents on the appropriate incident record sheet.

### **Reporting Incidents**

All incidents will be recorded and reported to the Headteacher who will inform parents by telephone and then by letter of the incident.

### **Post-incident Support**

After an incident has occurred the following procedure will take place:

- First aid if necessary
- Medical help if necessary
- Emotional support to pupils and school personnel
- Discussions with parents

### **Complaints and Allegations**

All complaints will be dealt thoroughly, speedily and will be appropriately investigated by using the procedures as stated in the school Complaints Policy.

### **Monitoring the Effectiveness of the Policy**

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement. (See Policy Evaluation)

### **Linked Policies**

▪ Safeguarding and Child Protection	▪ Health and Safety
▪ Supervision of Pupils	▪ Pupil Behaviour and Discipline



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# Pupil Exclusion

We believe this policy relates to the following legislation:

- Education Act 2002
- Education and Inspections Act 2006
- Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007
- Education Act 2011
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012

The following documentation is also related to this policy:

- Exclusion from Maintained Schools, Academies and pupil Referral Units in England (DfE)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)

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. Any form of misbehaviour during lessons is not accepted as we believe pupils will achieve their full potential in a happy, stimulating and ordered school environment.

**Our Behaviour Code and consequences are rooted in the Christian Values of forgiveness and redemption.**

However, in the event of serious or persistent bad behaviour the Headteacher may after considering all options decide to exclude a pupil.

We believe pupil exclusion is best defined as when a pupil is not allowed to attend school for either a fixed term or permanently. Pupil exclusion is a sanction that will be used only as a last resort, except when an immediate exclusion is the only appropriate action to take.

We acknowledge that a pupil will only be excluded following serious breaches of discipline or if the safety of pupils and school personnel would be harmed if the pupil remained in the school. We are aware that it is unlawful to exclude a pupil for a non-disciplinary reason. Parents will be informed immediately in writing about a fixed period exclusion.

The Headteacher at all times will take into account his/her 'legal duty of care to a pupil when taking a decision to send a pupil home following an exclusion.'

Before a pupil is excluded a whole range of strategies such as early intervention and pupil support plans will be implemented in order to improve the behaviour of the pupil.

All exclusions will follow the correct procedures as outlined in 'The Department for Education guidance Exclusion from Maintained Schools, Academies and pupil Referral Units in England (2015)'. We are aware that it is illegal to unofficially or informally exclude by just sending a pupil home for disciplinary reasons. At all times the correct procedures will be followed.

We will try to ensure that other than in the most exceptional circumstances we will not exclude any pupil who has a statement for SEN, or an education, health and care plan (EHC) or is receiving SEND support.



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Parents will be made aware of their rights that they can appeal against an exclusion to the Governing Body. An independent review panel will deal with all appeals.

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.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

### **Aims**

- To promote good behaviour by creating a happy caring school environment.
- To encourage pupils to achieve in a learning environment where self-discipline is promoted and good behaviour is the norm.
- To only use exclusion as a last resort except when an immediate exclusion is appropriate.
- To have in place early intervention systems to deal with bad behaviour.
- To maintain full-time provision for permanently excluded pupils.
- To have in place systems to reinstate excluded pupils as soon as possible.
- To establish good working relations with parents of pupils who have been excluded.
- To work with other schools and the local authority to share good practice in order to improve this policy.

### **Responsibility for the Policy and Procedure**

#### **Role of the Governing Body**

The Governing Body has:

- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor/committee to ensure that appropriate action 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;
- make effective use of relevant research and information to improve this policy;
- responsibility for the effective implementation, monitoring and evaluation of this policy

#### **Role of the Headteacher and Senior Leadership Team**

The Headteacher and the Senior Leadership Team will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff;



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- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy

When making the decision to exclude a pupil the Headteacher will:

- ensure all exclusions are lawful and that no pupil will be sent home to 'cool off' as this is deemed unlawful;
- be confident in using exclusion where they believe it to be lawful, reasonable and a fair sanction;
- formally record all exclusions;
- be aware that a pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year) or permanently;
- be aware that it is unlawful to impose a fixed period exclusion for an indefinite period of time;
- be aware that lunchtime exclusions are regarded as half a school day;
- undertake a thorough investigation into the alleged incident by looking at all the evidence that is available;
- from the outset keep a written record of all the stages of the investigation plus signed witness statements;
- listen to the pupil's version of what happened;
- check whether the alleged incident was provoked by racial or sexual harassment and to take into account any breach of the school's equal opportunities policy;
- if he/she thinks it is necessary, the Headteacher will consult with other relevant people other than those who might be later involved in reviewing this incident;
- comply with the Equality Act;
- ensure that work is set and marked for pupils during the first five days of an exclusion;
- look at alternatives other than exclusion such as:
  - internal exclusion by removal to another class
  - restorative justice
  - mediation
  - a managed move
- decide on the length of the exclusion:
  - fixed or
  - permanent
- inform parents (in writing) immediately of:
  - the reasons for exclusion
  - the period of exclusion
  - the days that their child must not be present in a public place at any time during school hours
  - any alternative educational provision being arranged for their child during the exclusion
  - arrangements in order for the pupil to continue his/her education before any alternative educational provision begins
  - their rights of appeal to the governing body
  - how the pupil may be involved in this appeal
  - how they can appeal
  - how they can attend any meeting where is a legal requirement for the governing body to consider the exclusion
  - all free and impartial information about pupil exclusion such as:
    - ❖ [www.gov.uk/government/publications/school-exclusion](http://www.gov.uk/government/publications/school-exclusion)
    - ❖ [www.childrenslegalcentre.com](http://www.childrenslegalcentre.com)
    - ❖ [www.iassnetwork.org.uk](http://www.iassnetwork.org.uk)
- Report the exclusion to the:



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- Disciplinary Committee
  - Local Authority
  - Local Authority where the pupil resides
- have in place a strategy (including a behaviour plan) to reintegrate pupils back into school following a fixed period exclusion

### **Role of the Nominated Governor Committee**

The Nominated Governor 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;
- attend training related to this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy

### **Role of School Personnel**

School personnel will:

- comply with all aspects of this policy;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- report all incidents of serious violence, assault, sexual abuse, the use of illegal drugs, possession of offensive weapons and bullying;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

### **Role of Pupils**

Pupils will:

- be aware of and comply with this policy;
- 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 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;
- organising surveys to gauge the thoughts of all pupils;
- reviewing the effectiveness of this policy with the Governing Body

### **Role of Parents/Carers**

Parents/carers will:

- be aware of and comply with this policy;
- be made aware of their rights of appeal against an exclusion;
- 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



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### **Fixed Term Exclusion**

In any one school year the Headteacher is allowed to exclude a pupil for one or more fixed term periods but not exceeding 45 school days.

During this period of exclusion the school will continue to provide education for the pupil and plan for the pupil to be reinstated after the exclusion period has ended.

Once a decision has been made parents will be informed by telephone and then by letter.

### **Informing the Discipline Committee and the Local Authority**

Within one school day the Headteacher will inform the Discipline Committee and the Local Authority of a pupil's exclusion.

### **The Role of the Discipline Committee**

The Discipline Committee will:

- Review all exclusions.
- Consider any representations from parents.
- Take the following into account when making a decision about exclusion:-
  - special educational needs
  - disabilities
  - gender
  - cultural differences

### **Liaison with Parents**

Every effort will be made to seek parental co-operation at all stages.

### **Permanent Exclusion**

A pupil may be permanently excluded if:

- All other strategies have failed.
- The offence was a serious one-off offence such as:
  - serious, actual or threatened, violence against a pupil or a member of the school personnel;
  - sexual abuse or assault;
  - supplying an illegal drug;
  - carrying an offensive weapon;
  - or any other serious offence

### **Reporting**

Annually the Headteacher will report the following to the Governing Body:

- The number of exclusions
- The type of exclusions
- The outcome of each exclusion
- The rates of exclusion from different groups such as SEND, free school meals, looked after children and ethnic groups



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### **Monitoring the Effectiveness of the Policy**

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement. (See Policy Evaluation)

### **Linked Policies**

▪ Attendance & Truancy	▪ Complaints
▪ Home-School Agreement	
▪ Pupil Behaviour & Discipline	• Child Protection
▪ Special Educational Needs & Disabilities	▪ Supervision of Pupils



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# Supervision of Pupils

We believe this policy relates to the following legislation:

- Health and Safety at Work Act 1974
- Education Act 1996
- School Standards and Framework Act 1998
- Management of Health and Safety at Work Regulations 1999
- Education and Inspection Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- Education Act 2011
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- Special Educational Needs and Disability (Detained Persons) Regulations 2015

The following documentation is also related to this policy:

- Dealing with Allegations of Abuse against Teachers and other Staff: Guidance for Local Authorities, Headteachers, School Staff, Governing Bodies and Proprietors of Independent Schools (DfE)
- Equality Act 2010: Advice for Schools (DfE)
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)
- Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children

We have a legal duty of care to all our pupils and the responsibility to ensure that we have in place safeguarding procedures for supervising pupils throughout the school day in order to ensure their health, safety, welfare and good conduct.

We are aware that our responsibility of supervising pupils begins when they arrive at school. Therefore, we will ensure that all parents are informed of the time that school starts (8.40am) and that children should not arrive until at least 10 minutes before that time when school personnel will be on duty.

We believe we have a duty of care to all school personnel and adult volunteers. Therefore, we strongly advise that they should avoid supervising any pupil alone at all times. If a one to one situation is unavoidable then school personnel should take the necessary precautions beforehand.

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.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.



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## **Aims**

- To outline the safeguarding procedures in order to ensure full and appropriate supervision of all pupils throughout the school day.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

## **Responsibility for the Policy and Procedure**

### **Role of the Governing Body**

The Governing Body has:

- a legal duty of care for all pupils and to provide adequate supervision of pupils throughout the school day;
- delegated powers and responsibilities to the Headteacher to ensure that high standards of pupil behaviour and discipline are maintained throughout the school day whether it is on or off the school site;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action 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;
- make effective use of relevant research and information to improve this policy;
- 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;
- responsibility for the effective implementation, monitoring and evaluation of this policy.

### **Role of the Headteacher**

The Headteacher will:

- be responsible for the internal organisation, management and control of the school;
- ensure the maintenance of good order and discipline at all times during the school day when pupils are present on the school premises or on educational visits;
- ensure all school personnel are aware and comply with this policy;
- ensure that all school personnel are aware of their supervisory roles and responsibilities with pupils during the school day;
- organise appropriate training for school personnel;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by speaking with pupils, school personnel, parents and governors;
- annually report to the Governing Body on the success and development of this policy.

### **Role of School Personnel**

School personnel (Teachers and Support Staff) will:

- be aware of and comply with this policy;
- maintain good order and discipline among all pupils safeguarding their health and safety when they are authorised to be on the school site and during educational visits;
- ensure that no class of pupils should be left unsupervised;
- ensure they take the necessary precautions before undertaking any one to one supervision;
- record and report any incident or accident that could be considered a breach of supervision;



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- be aware of all other linked policies;
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- work in partnership with parents and carers, keeping them up to date with their child's progress and behaviour at school;
- 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 the Nominated Governor**

The Nominated Governor 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;
- attend training related to this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy.

### **Role of Pupils**

Pupils will:

- comply with this policy
- be reminded of staying safe during all break times;
- devise a programme of structured play time activities;
- 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;
- support the school Behaviour Code and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys.

### **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;
- organising surveys to gauge the thoughts of all pupils;
- reviewing the effectiveness of this policy with the Governing Body.

### **Role of Parents**

Parents are asked to ensure that:

- their children do not arrive at school until 10 minutes before school starts;
- they report their child's absence because of illness or for any other reason;
- 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

### **Supervision before School Starts**



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School personnel will:

- be on duty 10 minutes prior to school begins;
- ensure that all pupils enter the school building and go to their classes where their class teacher and support staff will supervise them

### **Supervision at Break Times**

The Headteacher (or Deputy Headteacher) will:

- ensure duty rotas are in place so that there is adequate supervision for both indoors and outdoors;
- ensure procedures and duties are clearly understood by all involved with pupil supervision;
- ensure duty teachers begin supervision promptly;
- act as line manager at break times when teachers and support staff are on duty;
- ensure good lines of communication are in place to ensure the overall safety of the pupils at these times;
- ensure procedures for dealing with accidents are in place;
- ensure all accidents are recorded in the appropriate accidents books;
- ensure parents are notified of any accident especially head injuries;
- ensure school personnel are trained in emergency first aid.

### **Supervision during Wet Weather**

During wet weather pupils will be:

- allowed into classes at the beginning of the school day where they will be supervised until school starts;
- supervised in the classrooms or the school hall during wet break times
- supervised in their classrooms at lunchtime by midday supervisors.

### **Midday Supervision**

We have a legal duty of care for all pupils during lunchtime with supervision being undertaken by a statutory number of midday supervisors.

At lunchtime pupils who go home are:

- the responsibility of their parents;
- not expected back for the afternoon session until 10 minutes before school starts.

### **Supervision after School**

At the end of the school day school personnel will ensure:

- the safe exit of all pupils from the school site;
- parents are contacted if children are not collected;
- uncollected children remain in school until they are collected by their parent/carer or named person;
- all pupils who travel by school bus or taxi are safely escorted to and handed over to the appropriate drivers and travel escorts.

### **Supervision during Extra-Curricular Activities**

School personnel or the outside provider of the activity will:



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- supervise the pupils during and after the activity;
- ensure the safe exit of all pupils from the school site;
- contact parents if children are not collected;
- ensure all uncollected children remain in school until they are collected by their parent/carer or named person

### **Supervision during Travel to and from School**

We are not responsible for the supervision of pupils who travel by bus or taxi but we are responsible for escorting them into school at the beginning of the day and to the bus/taxi at the end of the day.

### **Supervision during Off-site Visits**

The party leader will make all appropriate arrangements for supervision as outlined in the 'School Trips' policy.

### **Supervision of Curriculum Activities**

See 'Health and Safety in the Curriculum' policy.

### **Supervision of Changing Rooms**

When pupils are changing or showering school personnel will:

- respect the privacy of children;
- ensure bullying or teasing does not take place;
- avoid any physical contact;
- avoid any visually intrusive behaviour;
- announce when they are entering the changing room;
- avoid remaining in the room for any length of time;
- not change in the same room as the children;
- not shower with the children;
- report all incidents to the Headteacher or a member of the Senior Leadership Team



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**Raising Awareness of these Policies**

We will raise awareness of these policies via:

- 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 weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body

**Training**

All school personnel:

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:
  - All aspects of these Policies
  - Safeguarding and Child Protection
  - Health and Safety
  - Pupil Behaviour and Discipline
  - Equal opportunities
  - Inclusion
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

**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 Policies**

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement. (See Policy Evaluation)

**Linked Policies**

▪ Safeguarding and Child Protection	▪ Health and Safety	▪ Pupil Behaviour and Discipline
▪ Positive Handling (Restraint) Policy	▪	▪



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<b>Headteacher:</b>		<b>Date:</b>	
<b>Chair of Governing Body:</b>		<b>Date:</b>	