

New Islington Free School

# Behaviour and Discipline Policy

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Head Teacher  
Tabitha Smith

Reviewed: Spring 2016  
Next review: Spring 2019

## BEHAVIOUR AND DISCIPLINE POLICY

### Policy aims

1. **General:** The aims of this policy are:
  - To enable the Head Teacher to carry out his responsibilities of maintaining order and good discipline in the School;
  - To promote good behaviour;
  - To ensure, so far as possible, that every pupil in this School is able to benefit from and make his full contribution to the life of the School, consistent always with the needs of the school community; and
  - To support the implementation of the School Rules.

### School Rules

2. **Purpose of the School Rules:** The School Rules are set by the Head Teacher and referred to as the 'Golden Rules'. The School Rules are necessary:
  - For the safety and well-being of everyone at the School;
  - For the reputation of the school community as a whole; and
  - For the protection of school property and the wider environment.

The Golden Rules are :

- Do be gentle. Do not hurt anyone.
  - Do be kind and helpful. Do not hurt peoples feelings
  - Do work hard. Do not waste your or other people's time
  - Do look after property. Do not waste or damage things
  - Do listen to people. Do not interrupt.
  - Do be honest. Do not cover up the truth.
3. **Application:** The School Rules apply to all age groups and at all times when the pupil is:
    - At school, representing the School or wearing school uniform;
    - Travelling to and from School; and
    - Associated with the School at any time.
  4. **Conduct of pupils elsewhere:** The Governors and the Principal intend that the School Rules and the sanctions provided in them shall also, in appropriate circumstances, be capable of regulating the conduct of pupils when they are away from school premises and outside the jurisdiction of the School, for example during half term and in the holidays.
  5. **Expectations of pupils:** Pupils are expected to know and understand the School Rules and to read them through with their parents. The School Rules will be amended from time to time and reinforced at assemblies and on other appropriate occasions.

### Rewarding Good Behaviour

The school seeks to avoid the more overt class charts which record individual success because progress or lack of it can be inappropriately compared, and children can become demotivated.

6. **The value of rewards:** The School understands that rewards are more effective than punishment in motivating pupils. The School is committed to promoting and rewarding good behaviour.
7. **Application:** The system of rewards and sanctions applies across the entire range of pupils. It seeks to create and reinforce positive relationships between all members of the school community and between the latter and the wider community it serves. It also endeavours to promote respect for personal and communal property.
8. **Purpose:** The system is designed to encourage staff to respond to all evidence of commitment, good work and positive behaviour (whether within the classroom or without) with praise and reward and, further, to share this with others. As a result, the system of rewards and sanctions is:
  - Properly integrated with the School's procedures for assessment and reporting;
  - Applied fairly so that (a) all pupils are motivated to seek praise and reward and (b) sanctions are both consistent and proportionate; and
  - Clearly understood and valued by staff, pupils and parents.
9. **The system of rewards:** High standards of work, significant improvements in standards, high and sustained levels of effort and a willing and helpful attitude, whether within the classroom or without, will be rewarded. The range of and variety of awards, which are designed to make the latter accessible to all pupils, include:
  - Positive oral and written feedback from members of staff, which will be shared with others;
  - Letters home, including letters of congratulation;
  - Formal displays and exhibitions of pupils' work;
  - Classteacher Awards for effort;
  - Head Teacher Commendations;
  - Achievement assemblies;

### **Key factors in changes in a child's behaviour**

We recognise that at times a child's behaviour can change and that this can sometimes be an indicator of underlying problems. It is therefore necessary to find the cause of the problem, which may be one of the following reasons.

- a change in circumstances either at school or at home
- an upset with friends
- bullying
- poor health/medication
- tiredness
- dietary factors
- special needs

### **Sanctions**

- We consider it important to discover the cause of unacceptable behaviour and listen carefully to children's explanations, including those of witnesses. Where unacceptable behaviour persists we seek support from home in the hope that we can work together to reinforce more positive attitudes.
  - Children are encouraged to discuss their behaviour and actions in the hope that their conduct will develop from the beliefs and values that underpin our school's code of conduct.
  - Control is firm but quiet, with all school staff expecting the same high standards of courtesy and consideration.
- In the rare event of physical assault upon a member of staff or racial abuse towards any member of the

- school community, the incident will be reported to the governors.
  - In the rare event of physical assault upon a member of staff or racial abuse towards any member of the school community, the incident, in accordance with Stockport Local Authority's policy will be reported to the governors and to Stockport Children's and Young Peoples Services.
10. **Nature of sanctions:** Achieving the policy aims requires that a system of sanctions complements the system of rewards. Sanctions should be imposed for breaches of School Rules. They should be fair, reasonable and consistent with this policy. They should never be humiliating, degrading, inappropriate or disproportionate, nor should they compromise the health and safety of the pupil or others.
  11. **Authority of staff members to issue sanctions:** All members of teaching staff are authorised by the Head Teacher to impose sanctions from the list in para. 12. However, when imposing a sanction, each member of staff must ensure that it meets the criteria set out in both para. 10. To this end, staff must familiarise themselves with the guidance contained in the Staff Handbook and, where they have doubts, seek advice from the appropriate member of the Pastoral Team.
  12. **List of sanctions available to all members of teaching staff:** The list of sanctions available to all members of teaching staff is set out below:
    - Loss of free time at break and over lunch;
    - Daily monitoring of academic performance and general conduct;
    - Supervised work over lunch or after school.
  13. **Removal of free time at break and at lunchtime:** Whilst available to any member of the teaching staff, this sanction is usually imposed by The Head Teacher for disruptive or poor behaviour towards other pupils. In all cases, however, responsibility for arranging supervision for the pupil rests with the member of staff who imposes the sanction.
  14. **Daily monitoring of work and behaviour:** This sanction is usually imposed by the Classteacher or the Head Teacher. It is monitored by the Classteacher. All members of staff are encouraged to inform the Classteacher if a pupil has failed to produce a piece of work, if work is not of an acceptable standard or if a pupil misbehaves in the classroom.
  15. **Temporary Exclusions:** Where other sanctions are deemed inappropriate or inadequate the sanction of temporary exclusion may be imposed.

## Serious Breaches of School Rules

16. **Permanent exclusion (expulsion):** A pupil is liable to permanent exclusion for serious breaches of School Rules. Examples include but are not limited to: a serious criminal offence or some wilful act calculated to cause serious damage to the School, its community or any of its members. Formal and permanent exclusion implies that the pupil's name will be deleted from the School Roll and reference to the facts and circumstances of the case will be made in response to every request for a reference. The Head Teacher is required to and will act fairly and in accordance with the principles of natural justice and will not permanently exclude a pupil other than in serious circumstances. The procedure for investigating and punishing serious breaches of the School Rules can be found in the School *Exclusions Policy*, a copy of which is available to parents on request from the School Office.
17. **Delayed (Suspended) Permanent Exclusion:** In exceptional circumstances, the implementation of the permanent exclusion might be delayed. An example might be where the pupil is making his final preparations for important public examinations. However, any delay: (1) is at the absolute discretion of the Head Teacher; (2) will take account of all relevant factors, including the seriousness of the misconduct and the School's ability to manage any continuing risk the pupil might pose; and (3) will not normally last for longer than one academic year. Further, it is likely that various conditions will be attached to it. These will be set out in writing in the disciplinary ruling and must be strictly

observed by the pupil and, where relevant, his parents. If they are breached without reasonable cause, the delayed exclusion will be terminated and the permanent exclusion served with immediate effect. The pupil and his parents should be aware that, regardless of the pupil's good conduct during the period of delay, the permanent exclusion will nonetheless come into force on the date set out in the disciplinary letter.

18. **Requirement to leave:** For a serious breach of school discipline falling short of one for which permanent exclusion is necessary, but such that the pupil cannot expect to remain a member of the school community, the pupil may be *required to leave* permanently. Subject to payment of all outstanding fees (the deposit being returned or credited to the account) the pupil will be given reasonable assistance in making a fresh start at another school.
19. **Temporary exclusion (suspension):** A pupil may be suspended without prejudice from School while a complaint is investigated.

## **Pupil Records**

20. Rewards and sanctions will form part of the pupil's record.

## **Use of Restraint**

21. Any use of restraint by staff will be by reasonable and non-injurious means, and will only be used when immediately necessary and for the minimum time necessary to prevent injury to self or others or very serious damage to property. Where restraint is used by staff, this is recorded in writing.

## **Central Record of Sanctions**

22. The imposition of punishment school, temporary and permanent exclusions and required removals are recorded centrally. This record will include: the date the sanction was imposed, the name of the pupil concerned, the reason for the sanction, and the name of the person administering it. This record will be routinely monitored by the Pastoral Deputy and members of her team, both in the interests of fairness and identifying trends in poor behaviour.

## **Appeals**

23. A pupil or his/her parents may request an Appeal to the Governors of the Head Teacher's decision to permanently exclude a pupil, require a pupil to leave; to temporarily exclude or suspend a pupil for eleven School days or more, or where a temporary exclusion/suspension would prevent the pupil from taking a public examination. The form of Appeal and the Appeal procedures are set out in Part V of the *Exclusions Policy*, a copy of which can be obtained from the Assistant Head.
24. There will be no right to appeal to the Governors when other sanctions are imposed. However, a parent who feels aggrieved may make a complaint under the School's *Complaints Procedure*, which is published on the School's website.

## **Pupil Records**

1. Rewards and sanctions will form part of the pupil's record.

## **Use of Restraint**

2. Any use of restraint by staff will be by reasonable and non-injurious means, and will only be used when immediately necessary and for the minimum time necessary to prevent injury to self or others or very serious damage to property. Where restraint is used by staff, this is recorded in writing.

### **Central Record of Sanctions**

3. The imposition of temporary and permanent exclusions are recorded centrally. This record will include: the date the sanction was imposed, the name of the pupil concerned, the reason for the sanction, and the name of the person administering it. This record will be routinely monitored by the Head Teacher both in the interests of fairness and identifying trends in poor behaviour.

### **Appeals**

4. A pupil or his/her parents may request an Appeal to the Governors of the High Master's decision to permanently exclude a pupil, require a pupil to leave; to temporarily exclude or suspend a pupil for eleven School days or more, or where a temporary exclusion/suspension would prevent the pupil from taking a public examination. The form of Appeal and the Appeal procedures are set out in Part V of the *Exclusions Policy*, a copy of which can be obtained from the School Office.
5. There will be no right to appeal to the Governors when other sanctions are imposed. However, a parent who feels aggrieved may make a complaint under the School's *Complaints Procedure*, which is published on the School's website.

### **Routines that promote good behaviour**

Class teachers are responsible for establishing clear routines within their classroom that promote good behaviour.

To ensure readiness to learn and good behaviour at the start of the school day, class teachers should bring their classes into school from their playground lines, promptly at 8.50. The children should then enter the classroom with all their resources for the rest of the day. It is best practice to provide meaningful activities at 8.50 to engage the children in learning; for example, handwriting practice, times tables whizzers, etc

Children should not be allowed to loiter in the cloakrooms at any time during the school day. They should also not be allowed to return to the cloakroom during lesson times. It is classteachers' responsibility to insist that their children bring everything they need into the classroom at the start of the day.

Children are expected to bring a cleaned and filled water bottle to school each day, refilling as required at playtimes only. At no time during any lesson should children refill their water bottles.

Children should be encouraged to go to the toilet at playtimes only. However teachers may use their knowledge of the child as required, for example, medical reasons.

In order to encourage children to be independent learners and develop a sense of ownership of their classroom, class teachers should ensure that their classroom is well organised and that resources are clearly labelled and accessible to all children. For example, well stocked and tidy pencil pots, clearly labelled drawers and cupboards.

As a part of promoting readiness for learning, children should be smart at all times. Class teachers need to monitor that children are wearing the correct school uniform and that their shirts are tucked in and the correct footwear worn.

### **Behaviour at Break and Lunchtime**

We recognise that children need to relax at break and lunchtimes, but we expect the same high standards of co-operative play and considerate behaviour.

The school has invested in playground equipment to cater for all age ranges and playtime preferences. To support our aspirations for a healthy and happy lifestyle for our children, the school employs adult play leaders to organise lunchtime activities, including sports activities where skills are taught and practised. During the lunch break, some of the older children act as Play Leaders who teach and lead organised games. During morning and lunch break times, older children act as Playground Friends to try to ensure happy playtimes for all.

At the beginning of each term, class teachers discuss and reinforce school and playground rules and base Circle Time discussion on situations appropriate to their class. The agreed rules in our behaviour policy apply at all times. Midday assistants, adult play leaders and teachers on duty will encourage and reward positive behaviour. Playground Routines in child friendly language are displayed in each classroom.

### Playground Routines

*Children should:*

1. *use the playground and field (when fit for use) for play activities.*
2. *always be within sight of a teacher on duty.*
3. *adhere to the rota for use of the playground equipment.*
4. *go to the toilet during breaks whenever possible. Juniors should use junior toilets and Infants the Infant toilets. Children are to be discouraged from playing in the toilets or cloakrooms*
5. *follow the whistle rule.*
  - *not be left unsupervised in classrooms*
  - *play only in supervised areas*
  - *play football in the fenced enclosure only with the remainder of the playground available for other activities*
  - *not play ball games in the playgrounds before and after school to avoid injury to anyone on their way into or out of school*
  - *not play unsupervised on playground equipment before and after school*
  - *only use playground equipment when it is their turn to do so*
  - *place litter in the bins provided.*

### Signalling the end of all breaks

- *First Whistle: Children stand still immediately*
- *Second Whistle: Children line up in their classes*
- *Teachers collect children promptly from playgrounds and lead their classes into school*

**Authorised by**

**Date**

**Authorised by**

**Date**