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St George's CE Primary School

Behaviour and Discipline

Adopted by the Governing Body on: 1st September 2017

Signed (Chair of Governors):

Date of Next Review 1st September 2018
(not more than 12 months from the publication date)

This document is available via the school website or from the school office on request.

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OVERVIEW

Good behaviour is central to all we do in this school. High standards of behaviour will be expected and promoted at all times in lessons and throughout every aspect of the school's life. All members of staff will set high standards and learners will be given clear guidance on what is expected of them. We will work in partnership with parents to ensure that the school's values become central to the lives of learners. Home and School Agreements will promote this policy.

At St. George's CE School, we believe in the value and respect of everyone in the community. Consequently:

- We continue to fully subscribe to Every Child Matters and the five entitlements of all children.
- We make sure that all children have equal or appropriate access to all activities and aspects of the curriculum.
- We take into consideration all children's individual needs and abilities; in particular: Special Needs or children who are able talented or even gifted.
- We work actively to promote community cohesion.

We enjoy the trust of our children's parents and carers and work as closely as we can with them to ensure the well-being and progress of the children. It is beyond doubt that when school and parents work together children perform better in school, and learn the lifelong skill of following rules, and supporting systems – even those they may not agree with.

Everyone deserves equal value and respect; this should be stated explicitly in assemblies, PSHE times and other opportunities and also be apparent in all our day-to-day interactions.

We expect and insist on the highest standards of good manners, self-discipline and behaviour at all times. All staff should take responsibility for encouraging good attitudes and behaviour within their classroom and across the whole school.

We use a positive approach wherever possible, and first and foremost, encouraging good relationships, responsibility and behaviour. This is linked closely to our whole school team system and use of appropriate rewards, leaves and use of encouraging language at all times. The rewards and sanctions policy will be used sensitively and sensibly by staff to encourage and promote good behaviour.

The school Code of Conduct (COC) will be promoted at all times by staff and learners. All staff will set and expect high standards of behaviour both in lessons and at all other times they are with children. Each member of staff is held to be responsible for the good behaviour of the children in their care. Where a member of staff is unable to cope with a behaviour issue or problem they will discuss it with the Senior Leadership Team (SLT) who will agree an appropriate strategy of help and support.

All Children should know and are frequently reminded what behaviour is expected of them and the consequences of not following this.

Any corporal punishment is inappropriate and unlawful. Adults should be aware of and sensitive to, the appropriateness of touching children. For example for comfort,

encouragement or care and control. If any child has to be restrained for safety reasons, this must be reported to the headteacher and recorded in line with the Care and Control of Pupils Policy. Further guidance is set out in Appendix A

Teachers and classes may have their own sets of rules. However, all rules should be positive and based on:

- care and respect for all: self, other children, adults
- care and respect for all property
- using respectful and appropriate language
- trying our best at all times (do your best and nothing less)

Children should learn to be independent and manage their own behaviour and well being. They should develop the social skills to be able to look after themselves appropriately. However, children need to know when to get help from an adult. Bullying or deliberate unkindness is unacceptable and should be treated very seriously and dealt with thoroughly.

If a child persistently or seriously fails to follow our behaviour code, the teacher or other adult should discuss the matter with colleagues, the Senior Leadership Team, or headteacher. Appropriate positive strategies should be devised. If a child's behaviour is affecting the work and progress of other children, strategies should be used to counter this. For example, moving the child, positive reinforcement of good behaviour through rewards and reward systems, moving to another, moving to another class. It will be appropriate to inform and involve parents if behaviour warrants this. We expect parents to support and work with us as we would with them, or to discuss in the matter in private, outside earshot of the child initially.

These behaviour incidents should be recorded on the SLT behaviour excel spreadsheet. This acts as a record and follows the ABC behaviour management system. Children should be aware of the spread sheet, and the consequence faced if the behaviour persists. Communication with parents is encouraged and is at the heart of our behaviour policy.

Incidents of bullying should be reported to the Headteacher and will be recorded on the behaviour excel spreadsheet.

If a child is given a 'time out' sanction this should be no more than the child's age plus 1 minute. Again this should be recorded on the Behaviour excel spreadsheet.

When there is a serious problem with a learner's behaviour, the headteacher will, where appropriate, involve outside agencies.

In extreme cases, a learner's bad behaviour or failure to respond to help, support and other sanctions may result in the child being excluded from school by the headteacher in accordance to the Local Authority Children's Service Exclusion and Suspension Guidelines.

The headteacher and leadership team will regularly and constantly monitor and review the operation of the Behaviour Policy. Records of serious, dangerous, or persistent misbehaviour are kept and any racist incidents are dealt with in the prescribed way.

Fixed-term and permanent exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units (DfES, January 2003). We refer to this guidance in any decision to exclude a child from school. The relevant Internet address is:

www.teachernet.gov.uk/management/workingwithothers/safeschools/exclusions

Only the headteacher (or the acting headteacher) has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the headteacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. It is the duty of the school to sustain education for an excluded child after day 5 of a fixed period exclusion. In this instance our partner school is All Saints' Primary School Chorley

If the headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LEA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

Drug- and alcohol-related incidents

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.

The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished

by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the headteacher.

If the offence is repeated the child will be permanently excluded.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

CODE OF CONDUCT

Dear Parents,

During the Autumn Term we review our school policy on behaviour and discipline. The staff has met together on numerous occasions to discuss an agreed policy for a school code of behaviour. All the children were asked to discuss what forms of behaviour were acceptable and were involved in drawing up the code of conduct.

We are anxious that all parents should be aware of the policy and the way that it will operate.

The aim of the assertive discipline is to enable teachers to teach, and children to learn in a calm and ordered environment in which they feel happy and secure. Within this environment, each child is given equal value and opportunity and is expected to grow in maturity and develop a feeling of self-worth and respect for others. Success in life depends to a certain extent on learning to make the right choices and the code of conduct for our school helps every child to make good decisions about behaviour within the school building and outdoor environment.

We enclose the Code of Conduct and Rewards and Consequences for you to keep. Please will you sign the pro-forma as an indication that you have received the Code and will endeavour to support us in its use in school?

Yours sincerely,

Andy Purcell

Headteacher

I have received the Code of Conduct on behalf of _____ in Year _____,
and will endeavour to support the school in its work with my child.

Signed.....Parent/Guardian

CODE OF CONDUCT – The Big Three!

We take our school rules in part from the Gospel According to St. Matthew:

1. “Love your neighbour as yourself; and do to others as you’d have them do to you”

We also use the phrase:

2. “Show yourselves off, don’t show yourselves up” to encourage the children to make the right choices.

We also ask children, and adults to

3. Keep the school, and its grounds tidy, and organised

Common sense suggests that children should

1. Keep their hands and feet to themselves.
2. Speak, and listen politely to others.
3. Respect other people, their feelings and property.

IN THE CLASSROOM – Enjoy, and respect the right to learn

1. Follow instructions.
2. Use a quiet voice and don’t shout out.
3. Listen to each other.

OUTSIDE SCHOOL – Enjoy the right to play safely

1. Play sensibly with each other at break and dinnertimes, so that no one feels threatened.
2. If someone does something to you that you don’t like – either ignore it, try to sort it out yourself... calmly, or ask an adult to sort it out for you!
3. Ask permission to re-enter the building at break and dinnertimes.

REWARDS (AND CONSEQUENCES)

Without doubt the best way to motivate a child, or congratulate a child is to celebrate their successes. This is the underlying philosophy of our code of conduct at St. George's Church of England Primary School.

When your child starts at St. George's they will be allocated a team colour – Orange, green, blue or purple. Good manners, politeness, good work and effort are given regular praise, in the form of Rainbow Reward Cards. These count as 2 team points for the team... team points are collected each Thursday, and the winning team announced each Friday in celebration assembly. Rainbow rewards are sent home on the day that they are given... meaning instant praise for your child both at school, and then at home.

On a celebration assembly (each Friday) children can also be presented with a certificate for sustained effort, or success – these are worth 3 team points.

The head teacher, class teachers indeed all members of staff also have their own reward systems in class – a variety of different stickers or rosettes are given to children to celebrate their work, effort or action.

Don't be alarmed if I send a St. George's post card to your home address for sustained, outstanding effort! Children love to read their own postcard; and hopefully share it with the adults who they live with! Additionally staff give out 'leaves' for consistently super effort towards living out our Christian values. When a child is given a leaf they should take it to the office, whence a text will be sent home to share immediately the good news. The leaf will be then placed in the appropriate box, ready for the half termly draw for a celebratory tea party

At any point a child, or group of children can be sent to the head teacher to 'show off' their work!

CONSEQUENCES

When children break the rules, then there have to be consequences. These are consistent throughout the school.

Members of staff will choose an appropriate sanction for each individual, after an initial warning, culminating when necessary in the child being sent to the Headteacher. In class warnings should be 3 fold – for example verbal, initial on board, a mark next to the Child's initial, or the use of a traffic light system. At this point a member of SLT could become involved, or the child could be removed from class and sent to a partner class for a maximum of 10 minutes. The partner classes are the next class up. Year 6 children will either be sent to the DHT, or the HT, or will go to year 5.

SLT will decide on the appropriate action to be taken. In the unlikely event that your child is sent to the head teacher more than 3 times during 1 half term he will contact the parents. It may be that you are contacted in the first instance... depending on the severity of the misjudgement of your child.

Letters sent home by the Headteacher may be informing the parent of the standard of behaviour and/or requesting a meeting with the Headteacher and class teacher as appropriate.

Playtime and Dinnertime Consequences

Teachers and Welfare staff will choose from the following:

1. Warning
2. Pupil to stand at the side of the playground for a set period of time
3. For more serious behaviour the pupil will be reported to a member of SLT.

SEVERE CLAUSE: At any point a child can be sent directly to a member of the leadership team immediately and appropriate action will be taken.

Monitoring and review

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

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The headteacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book that we keep in the staff room.

The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved

Revised 11th December 2017

Signed – A Purcell

<p>USE OF REASONABLE FORCE Advice for Head Teachers, Staff and Governing Bodies</p> <p>A Summary of Government advice, Ref. No. DFE-00060-2011, <i>July 2011</i></p>	<p>DSS 11/12 02</p>
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1. INTRODUCTION

This Summary reproduces *in full and verbatim* the newly published guidance on the **use of force to control or restrain pupils** which is part of the Government's new guidance relating to behaviour and discipline in schools [see also *Document Summary Service Summaries DSS 11/12 01 and 03, September 2011*]. It applies to **all** schools, including academies, free schools, independent schools and maintained schools.

2. KEY POINTS

- School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Senior school leaders should support their staff when they use this power.

3. WHAT IS REASONABLE FORCE?

- The term '**reasonable force**' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. **Control** means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- **Restraint** means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

4. WHO CAN USE REASONABLE FORCE?

- All members of school staff have a legal power to use reasonable force.

- This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

5. WHEN CAN REASONABLE FORCE BE USED?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

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

6. COMMUNICATING THE SCHOOL'S APPROACH TO THE USE OF FORCE

- Every school is required by law to have a behaviour policy and to make this policy known to staff, parents and pupils. The governing body should notify the head teacher that it expects the school behaviour policy to include the power to use reasonable force.
- There is no legal requirement to have a policy on the use of force but it is good practice to set out, in the behaviour policy, the circumstances in which force might be used. For example, it could say that teachers will physically separate pupils found fighting or that if a pupil refuses to leave a room when instructed to do so, they will be physically removed.
- Any policy on the use of reasonable force should acknowledge their legal duty to make reasonable adjustments for disabled children and children with SEN.
- Schools do not require parental consent to use force on a student.

- Schools should **not** have a 'no contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.
- By taking steps to ensure that staff, pupils and parents are clear about when force might be used, the school will reduce the likelihood of complaints being made when force has been used properly.

7. USING FORCE

- A panel of experts identified that certain restraint techniques presented an **unacceptable risk** when used on children and young people. The techniques in question are:
 - the 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
 - the 'double basket-hold' which involves holding a person's arms across their chest; and
 - the 'nose distraction technique' which involves a sharp upward jab under the nose.

8. STAFF TRAINING

- Schools need to take their own decisions about staff training. The head teacher should consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the pupils when doing so. Some local authorities provide advice and guidance to help schools to develop an appropriate training programme.

9. TELLING PARENTS WHEN FORCE HAS BEEN USED ON THEIR CHILD

- It is good practice for schools to speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents. It is up to schools to decide whether it is appropriate to report the use of force to parents.
- In deciding what is a serious incident, teachers should use their professional judgement and also consider the following:
 - the pupil's behaviour and level of risk presented at the time of the incident;
 - the degree of force used;
 - the effect on the pupil or member of staff;
 - the child's age.

10. WHAT HAPPENS IF A PUPIL COMPLAINS WHEN FORCE IS USED ON THEM?

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.

- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is **not** for the member of staff to show that he/she has acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the '*Dealing with Allegations of Abuse against Teachers and Other Staff*' [DFE-00061-2011] guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

11. WHAT ABOUT OTHER PHYSICAL CONTACT WITH PUPILS?

- It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.
- Examples of where touching a pupil might be proper or necessary:
 - holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
 - when comforting a distressed pupil;
 - when a pupil is being congratulated or praised;
 - to demonstrate how to use a musical instrument;
 - to demonstrate exercises or techniques during PE lessons or sports coaching; and
 - to give first aid.

The full guidance (which includes links to websites for additional information) can be viewed/downloaded at: <https://www.education.gov.uk/publications> > Entering DFE-00060-2011 in the Search field.