



## Discipline Policy

Reviewed: September 2015

Date of next review: September 2017

This policy should be read in conjunction with the following policies:

Behaviour Policy

Inclusion Policy

As a Values School our focus is on encouraging and promoting good behaviour through understanding and demonstration of positive Values – for example Tolerance and Respect. For the majority of our children, and for the majority of the time, this results in a high standard of behaviour in and around the school. However, there are times when, for specific reasons, pupils may persistently demonstrate unacceptable behaviour. Staff work closely with the child, the parents/carers, and when appropriate with the Headteacher to ascertain possible causes, and to develop a shared approach to dealing with and improving behaviour.

When children persistently display difficult behaviour/or disregard of acceptable boundaries in the school, staff use a consistent approach to dealing with such behaviour and have undertaken training in the support of such children. Through the sharing of classroom management techniques strategies have been developed to promote good behaviour, and put in place agreed consequences for bad behaviour. Emphasis has been placed on the role of rewards and sanctions in this process.

'Rewards make a desired behaviour more likely to be repeated, sanctions make undesirable behaviour less likely to be repeated' Roy Lund 1993.

Rewards reinforce the behaviour, which the teacher wants from the children. As such, they are encouraging and mark a child's progress on the way to success.

Helpful points to be remembered:

- The child should be clear about the rewards that are available and when they are to be given.
- They should be phased out as soon as possible and replaced by normal classroom reinforcers.
- They need to be given as soon as possible after the observed behaviour.
- Effort needs to be rewarded as well as results.
- Other children need to understand why children are being rewarded. It can often seem unfair to the child who always tries hard to behave well to see other less well-behaved children having rewards that they may not have: for example, additional time on favoured activities. However children understand that each person has to be encouraged to cope with their own personal challenges.

Sanctions are a response to inappropriate behaviour by the child. As a staff we have developed the following principles:

- Pupils clearly understand that consequences will follow misbehaviour.
- Consequences should always follow the misbehaviour closely and be appropriate. For example, if a child is making a mess in the classroom, the consequences may be to tidy up.
- The child is separated from the action e.g. 'That was bad behaviour' and not 'You are a bad boy/girl'.
- Bad behaviour is distinguished from disturbed behaviour. This is not always straightforward, and reference

to other staff is recommended, e.g. SENDCo or Head Teacher. Ultimately our aim remains the same: that all pupils will work within the expected behaviour code, but it is appropriate to use different approaches according to the needs of individuals in order to achieve this aim.

- Staff are positive and understanding in their work with children, and maintain high expectations of behaviour. Adults should demonstrate disapproval on the lines of –  
'What will you do to put it right?'  
'How might you have behaved differently?'
- Sanctions shouldn't last too long. Sanctions are designed to positively affect behaviour, not simply to punish.
- After the sanction has been completed the child should have a fresh start.
- Sanctions work best if they are balanced with rewards.
- Staff need to be aware of the views of the child and put in place an appropriate sanction. For example, a child demonstrating attention seeking behaviour may need to be sanctioned with a withdrawal of attention if appropriate.

## **Individual behaviour programmes**

When children consistently behave inappropriately the class teacher with the support of the SENDCo will draw up an Individual Behaviour Programme. The staff have agreed the following principles:

- The Programme should be consistent with the rules, rewards and sanctions adopted by the class.
- It should be shared with the parents/carers of the child to ensure an 'all round' approach
- It should be openly available to ensure that all adults can work consistently with the child.
- It should be realistic in that the targets are not too high and not too many.
- It should be reviewed regularly to match progress towards the targets.
- Consequences for poor behaviour should be part of the programme.
- Organisational arrangement should be addressed.

## **The steps leading to exclusion**

### **School approaches to continued misbehaviour – Pre exclusion**

When a child persistently misbehaves:

- The individual needs of the child are assessed. External factors and specific individual needs must be taken into account and where relevant should be dealt with.
- Staff assess the classroom organisation and the curriculum being presented to the child to ensure that this is not the cause of the persistent misbehaviour.
- Parents are informed of the problem at the earliest possible opportunity. These lines of communication must be kept open. This is vital to ensure that the school retains the trust of the family in all that may follow.
- Instances of misbehaviour must be recorded and centrally logged. This is available to all professionals who work with the child. The parents/carers of the child must be fully informed and have right of access to any information recorded. Use of a central log ensures access for professionals and improves transfer of information from one setting to another. This log should also show strategies used, both successful and unsuccessful, and record any instances of good behaviour.
- External agencies should be involved in supporting staff and pupils when dealing with persistent instances of exceptionally anti-social or violent behaviour.
- The class teacher holds responsibility to ensure the Behaviour Log is completed when relevant, although this may be delegated to another member of staff to complete, e.g. a TA working directly with the child.
- When appropriate the Behaviour Support team and Educational Psychologist should be involved for support and guidance.
- Governors are kept informed at Governors Meetings of any child causing problems through repeated misbehaviour. This information is given anonymously: eg 'a child in Year...' The Inclusion Officer should be consulted at an early stage for advice on practice and procedure.
- If a child continues to misbehave and show no respect for the school community it may be necessary, to use exclusion as a means to improving behaviour. There is an acceptance that the school only uses this as

a last resort for extremely challenging behaviour – when the safety of the child or others (children or adults) is in jeopardy, if the child has deliberately hurt another person (adult or child), or when the child is indulging in destructive behaviour.

The Chair of Governors will be kept informed within a working day should misbehaviour result in exclusion.

At Bromham Lower School, the process towards exclusion follows the guidelines for all school set down by the LA in 1991 and revised in November 1994.

### **Only the Head Teacher can exclude a child**

At Bromham Lower School it has been agreed that children will be excluded if they are a danger to themselves or others, or at risk of causing severe damage to property.

- The period of exclusion allows time for the school to assess the situation objectively. Such a review will enable the school to look carefully at the child's current programme in order to assess the need for any changes. The school may call together any outside agencies involved with the child at this stage.
- The period of exclusion demonstrates to the child and his/her parents the seriousness of the situation within the school. On the return of the child there must be a meeting with the parents/carers and the child (if deemed appropriate) to underline the seriousness of what has happened and to plan for the future.

On coming to such a decision the Head Teacher will consider:

- The severity of the behaviour.
- The frequency of the behaviour.
- The impact of this behaviour on the other children and staff.
- Anything specific to that child should be taken into account e.g. family splitting up - this will not necessarily affect the decision but may affect the nature of support offered to the child and/or family.
- Specific needs of the child, does the child understand the consequences of his/her behaviour? This will also affect the support offered to the child and the family.
- The likelihood of the behaviour being repeated.
- Whether any other child or group of children had been instrumental in causing the child to behave in this way.
- Impact of exclusion on the child.

## **Types of exclusion**

### **Fixed term exclusion**

The Head Teacher may exclude a child for up to 40 days in any school year. The Inclusion officer needs to be informed at early stage and also the Education Officer assigned to the school. The Chair of Governors should be informed by letter.

The parent of the child will be sent for and the reasons for the exclusion explained. This explanation should also be put in writing. It will include:

- a) Reasons for exclusion.
- b) Duration of the exclusion.
- c) Right of parent to appeal to the Governing Body and the LEA.

The school is responsible for providing work for the child during the period of exclusion.

Before the child is re-admitted to the school the parents and the child will meet with the Head Teacher to discuss the terms under which the child should be allowed to return.

## Permanent exclusion

When the Head Teacher becomes aware of a child who may warrant Permanent Exclusion a Sub-Committee of the Governors will be set up to support future dealings with the parents and the LA. On rare occasions this Sub-Committee may reinstate a pupil. The Governors may also decide to set up a Welfare Sub-Committee to meet the parents of an excluded child in a less formal context.

On **Day 1**, the Head Teacher will inform the parents, the LA and the Governors of a decision to exclude a child.

By **Day 7**, the parents have to inform the Head Teacher of their intention to make representations to the Governors and/or the LA.

By **Day 15**, the Governors will meet the parents. Governors have right of access to all records. The Governors will notify the Head Teacher of their decision. The Head Teacher will be responsible for all correspondence with the parents and the LA.

By **Day 16** the LA will have received all of the information from the school. It will now be for them to direct the school to reinstate the child or to confirm the exclusion.

By **Day 20**, the LA decision must be returned to the School. The Governing Body has 5 days to appeal should the LA decision be to reinstate the child.

If the LA supports the decision of the school to exclude the child, the parents have 15 days to appeal to an independent panel. The LA is responsible for informing parents of this right.

## Monitoring

The Head Teacher monitors the effectiveness of this policy on a regular basis. She reports on the effectiveness of the policy to the Governing Body and makes recommendations for improvement.

The school keeps a variety of records of misbehaviour:

- The class teacher is responsible for ensuring that minor incidents that occur over the day are recorded.
- Staff dealing with the child have a responsibility to report instances of bad behaviour. The class teacher will ensure these are recorded and logged centrally.
- The Head Teacher keeps a record of all exclusions.

It is the responsibility of the Governing Body to monitor the number of exclusions and to ensure that the school policy is administered fairly and consistently.

## Review

The Governing Body will review this policy every 2 years. They may review it earlier if the Government introduces new regulations or if they feel that it can be improved.

**It is essential that Teaching Staff, Governors and Staff all work together at all stages to meet the needs of the child and avoid the need for disciplinary action.**

Agreed by:

Chair of Governors: .....

Headteacher: .....

Ratified on: .....