



**Our moral obligation is to help our children become successful learners, confident individuals and responsible citizens, and we believe that this policy for behaviour and discipline, will help us achieve this goal.**

## **Behaviour and Discipline**

### **Section 1: Context**

We believe that a school's behaviour and discipline policy should be simple, clear and effective. At the centre is the belief that all children and staff should feel safe and secure in order to fully meet their potential, and therefore respect, dignity and understanding of each other are key. Positivity underpins our school culture and environment, but punishments will be used. Above all, both staff and children will be held to account for their actions and will need to take responsibility for their behaviour and the consequences of their behaviour.

### **Section 2: Rules**

We have one rule at the school and that is for all staff, children and families to act responsibly and follow all policies and procedures of the School.

Each class and Year Group may develop rules with the children which are relevant and bespoke to their class or cohort and which will be developed and designed in partnership.

### **Section 3: Rewards and Punishments**

The school rewards children in many different and varied ways. These rewards range from whole school celebrations and recognition, through class celebration and recognition, to individual celebration and recognition. Rewards are hard earned and celebrate precise actions or outcomes. The school actively encourages peer to peer recognition and celebration.

Punishments will take a variety of forms depending upon the behaviour and the context of the behaviour. These will include a written or verbal apology, detentions during break times, school community service, and removal of privileges. In a minority of situations a child may receive an internal exclusion and be removed from class – see Appendix 1 and 2.

### **Section 4: Exclusion**

Temporary or permanent exclusions are used as a last resort by the school but can be used if the behaviour of a child is consistently disruptive to the learning of their peers, is violent or is a danger to themselves, staff and the other children in the school. At all times the school will follow statutory guidance when considering exclusion. Permanent exclusion would usually follow the implementation and development of a Behaviour Support Plan, however this may not always be the case.

### **Section 5: Physical Intervention by Staff**

In very rare cases there may be need for a member of staff to physically restrain a pupil. Only reasonable force would be used and in order to prevent the following:

- A pupil hurting themselves
- A pupil hurting someone else
- Damage to property
- Absconding in school
- Absconding off the school site

Records of this event will be kept.

Trustee/Head Teacher Approval - HT

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## Section 6: Bullying

### Definition

Bullying is when one person or a group of people make another person feel uncomfortable, upset or hurt.

Bullying is intentional – a person who bullies hurts someone on purpose

Bullying is persistent – it happens more than once.

### Bullying can be:

Physical – being violent towards someone, stealing from them or damaging their belongings.

Verbal – name calling, saying nasty things about family and friends, making unkind jokes, threatening someone, saying nasty things behind someone's back.

Technological – sending nasty messages, silent or abusive phonecalls, and sending nasty emails or messages through social media or gaming platforms

Indirect – spreading horrible stories about someone, ignoring them, excluding them from a game or group.

Our aim is to ensure that bullying is not able to take place in our school and we seek support from families and children towards this goal. However, we know that bullying can take place and therefore we are vigilant in recognising it, and we act swiftly, firmly and sensitively when incidents occur. Our actions would again be determined by the context of the bullying and the children involved.

## Section 7: Responding to Racist Incidents

The accepted definition of a racist incident is found within the McPherson Report from the Stephen Lawrence Enquiry, and is defined as "any incident which is perceived to be racist by the victim or any other person". Anyone, regardless of ethnicity, can be racially abusive. Racial abuse can include critical or negative comments or practices, on the basis of colour or ethnic group, in a generalised sense. This can include religious intolerance.

If the victim or observer perceives that an incident is racist, then the incident must be reported, irrespective of the outcome of the ensuing investigations. The recording of a racist incident should follow schools' usual recording process for all incidents of inappropriate behaviour. In addition, the incident must be reported to the Headteacher who is responsible for monitoring racist incidents. The school will then complete a [Hate Incident Reporting Form](#) (HIRF), to send to the **Harm Reduction Team** via the reporting system managed by Victim Support Sussex. The school will then analyse incidents as they occur and report to Trustees via the termly Headteacher Report

## Section 8: Communication

The school will endeavour to inform and update all relevant parties when such incidents and issues arise, and we actively encourage our parents, carers, families and children to do also. We will keep records of pupil files of all issues.

## Section 9: Review

This policy will be reviewed annually or when changes occur to guidance or legislation.





## Appendix 1

## Behaviour Response 2019 – 2020

<b>Stage 1 - Action by Pupil</b>
Refusal to complete work set by member of staff in a timely fashion Rude or disrespectful response to a member of staff
<b>Role of Class teacher</b>
Implement Year Group sanctions Contact by phone/ email parents/ carers of pupil to update
<b>Stage 2 - Escalation to Year Leader</b>
When number of sanctions needing to be implemented reaches 5
<b>Role of Year Leader</b>
Arrange meeting with parents/ carers and pupil – CT and Year Leader to attend Outline concerns Implement report card system – to be signed off by Year Leader Further sanctions will be removal of privileges ie representing the school at events externally and internally Update SLT
<b>Stage 3 - Escalation to SLT</b>
No improvements in behaviour since implementation of report card – at least 2 weeks of reports
<b>Role of SLT</b>
Arrange meeting with parents/ carers and pupil – CT and Year Leader to attend Outline concerns Implement report card system – to be signed off by member of SLT Further sanctions will be removal of privileges ie representing the school at events externally and internally, plus missing school trips and activities Further sanctions will be internal exclusions
<b>Stage 4 - Escalation</b>
No improvements in behaviour since implementation of report card – at least 2 weeks
<b>Role of SLT</b>
Arrange PSP meeting with parents/ carers and pupil Outline concerns Maintain report card in place and agree additional actions – these may include referral to LBAT and fixed period exclusion Further sanctions may also be after school detentions – to be agreed with parents and carers
<b>De-escalation</b>
As improvements are seen, the pupil will move back towards the beginning of this process





## Appendix 2

<b>BEHAVIOUR CARD or CALL to SLT - PURPOSE</b>	
To provide clarity and confidence in roles and expectations for Staff members. To be able to respond more proactively before situations escalate.	
<b>PROCEDURES AND UPDATE</b>	
<b>ISSUE/ UPDATE</b>	
To be used by staff members in order to seek collaboration, sharing of next steps, guidance, challenge, and experience of Duty Teacher. To enable pupil to have space, time, chance to be distracted in order to enable the child to be returned to class as swiftly as possible. This may take place in the teaching space the child is in, or may require the removal of the child. Adults should bring the yellow card to the Duty Teacher and not bring the child.	
Issues for extreme behaviour which is unsafe, violent and verbally aggressive. Duty Teacher to internally exclude or exclude for a fixed period in consultation with Head of School for the day.	
<b>Internal Exclusion</b> Child will work at a desk either in the office of a senior leader, a desk outside of the senior leader's offices or in the conference room. Work will be provided by the classteacher or by the senior leader. The child will have contact with the senior leader throughout the day.	

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