



**ST. HILD'S
CHURCH OF ENGLAND SCHOOL**

Policy Document

DISCIPLINE AND PUPIL BEHAVIOUR

At St. Hild's we aim to serve our community by providing high quality education in a Christian context. We are a comprehensive school guaranteeing equal opportunities, a responsive curriculum and a supportive community. We expect to find God at work in our school.

The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

"I have come that they may have life in all its fullness (John 10:10)"

CONTENTS:

1. Governors Statement of Principles
2. The approach to Behaviour Management
3. The approach to Anti-Bullying
4. Promoting and Rewarding Good Behaviour
5. The use of Disciplinary Sanctions and Authority to do so:
 - Sanctions
 - Detention
 - Searching for Weapons
 - Confiscation
 - Use of Force
 - Exclusion
6. Taking account of individual pupil needs
7. The rights and responsibilities of schools, pupils and parents in ensuring an orderly climate for learning

1. Statement of Principles

St. Hild's Church of England School is committed to providing high quality education in a Christian context. We are a comprehensive school, we welcome all members of our community and we maintain equal opportunities, a responsive curriculum and a supportive learning community. We expect to find God at work in our school. We aim to create a Christian ethos in which all members of our learning community are included in day to day life, are encouraged to accept personal responsibility for their actions, to be truthful and self-disciplined, to respect the thoughts, feelings, rights and property of other learning community members and to care for the well being of other community members. We believe in respect, equality, inclusion and high expectations. We will work collectively to ensure our pupils enjoy and achieve.

The Governors expect these principles to be followed in line with the School Discipline Chapter of the Education and Inspections Act 2006 (EIA 2006), Section 21/176 of the Education Act 2002, Article 12 of the United Nations Convention on the Rights of the Child (UNCRC), the school's Gender, Race and Disability Equality and Accessibility Policy (December 2006-2008), thus ensuring that this Policy does not impact disproportionately or unfairly on any pupil within St. Hild's and has due regard to the health and welfare of employees. The Governors of St. Hild's Church of England School endorse the school's membership of Hartlepool Secondary Behaviour and Attendance Partnership.

The purpose of the Policy is to fulfil the duty of care to pupils and employees, to promote teaching and learning, to promote high standards of achievement within a challenging learning environment. Positive learning behaviours will be awarded in accordance with the schools Rewards system. Behaviour will be regulated fairly in accordance with the school's Equality Policy. The Governors acknowledge and uphold the power of the school to impose sanctions for actions both on and off the school site. This includes pupils' journeys both to and from school. It is recognised that the application of rewards and sanctions must have regard to the individual situation and the individuals involved and the Headteacher is expected to use his/her discretion in their use, thus ensuring that vulnerable and marginalised pupils receive behavioural support according to their need.

2. The Approach to Behaviour Management

At St. Hild's Church of England School our values are:

RESPECT (Appendix 1)

- | | |
|-----------------------|---|
| Responsibility | - we are all responsible for our actions, our use of language and how we treat others. |
| Equality | - every person in school has a voice. We value each other's opinions and views. |
| Social responsibility | - everyone must work to care for our school, our community and work together to improve it. |
| People | - look after each other in school. |
| Education | - is the most important aspect of all schools. |
| Caring | - for others who are less fortunate is an important part of our school community. |
| Transparency | - we are honest and open about what we do and the way we do it. |

3. The Approach to Anti-Bullying

We aim to prevent all forms of bullying, including bullying related to race, religion and culture; homophobic bullying; bullying of pupils with SEN or disabilities; sexist or sexual bullying; and cyberbullying (mobile phones, internet sites and chat rooms), in accordance with the DCSF Charter for Action and the Hartlepool Anti-Bullying Pledge. Bullying may be defined as "behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally". Pupils who are bullied feel that the bully is in control, they lose their self-esteem, often feel inferior and frightened. There is evidence that a substantial amount of bullying is fuelled by prejudice – racial,

religious, homophobic, against pupils with special educational needs or disabilities or who are perceived as different in some way.

Governors, all adults, pupils and parents/carers have a collective responsibility to eliminate bullying incidences from St. Hild's Church of England School. We aim to reduce bullying by:

- enabling pupils to have the courage to report bullying incidences whether or not they are the victim
- encouraging pupils to accept that they do not need to be victims
- increasing the self-esteem of both victim and bully
- encourage mutually supportive response to victims
- have an agreed procedure for dealing with bullying allegations.

All allegations of bullying will be taken seriously and investigated in line with the schools Anti-Bullying Policy.

Cyberbullying

New media, such as mobile phones, internet sites and chat rooms can be exploited by pupils in order to bully or embarrass fellow pupils or members of staff. The use of defamatory or intimidating messages/ images inside school will not be tolerated and disciplinary sanctions will be applied to perpetrators.

Homophobic bullying

If casual homophobic language is not challenged, pupils may think that homophobic bullying is acceptable. Pupils need to realise that homophobic language will not be tolerated in school. All incidents of homophobic bullying will be taken seriously and dealt with accordingly.

4. Promoting and Rewarding Good Behaviour

In St. Hild's Church of England School, positive behaviour is instantly recognised and positively rewarded. Consistently good behaviour is rewarded and improving behaviour is rewarded. The distribution of rewards is monitored by age, ethnicity, gender, special educational needs (SEN) and disability.

5. The use of Disciplinary Sanctions and the Authority to do so

All teachers and other staff in charge of pupils, as sanctioned by the Headteacher (Section 91 of the Education and Inspections Act 2006), have the statutory power to discipline pupils for breaches of school rules, failure to follow instructions or other unacceptable conduct. The disciplinary penalties must be reasonable, not breach any statutory requirement or prohibition (which includes legislation on SEN, disability, race and other equalities and human rights); and take account of the pupil's age, any special educational needs or disability the pupil may have, and any religious requirements affecting the pupil. Corporal punishment – as defined in Section 548 of the Education Act 1996 – is unlawful.

School staff have a statutory power to impose reasonable disciplinary sanctions which must be proportionate to the circumstances of the case. Disciplinary sanctions are actions which are imposed upon a pupil when their conduct falls below the standard which could reasonably be expected of them. Disciplinary sanctions are actions which aim to make clear the boundaries of acceptable behaviour to the pupil and the school community. St. Hild's Church of England School will monitor the use of sanctions by age, ethnicity, gender, special educational needs (SEN) and disability, in accordance with the Disability Equality and Accessibility Policy 2006.

St. Hild's Church of England School has a wide range of disciplinary sanctions which allows responses which are reasonable and proportionate. The purpose of disciplinary sanctions is to:

- Impress on the perpetrator that what he or she has done is unacceptable
- Deter the pupil from repeating that behaviour
- Signal to other pupils that the behaviour is unacceptable and deter them from doing it.

Accordingly, St. Hild's Church of England School uses the Consequences system to manage the day to day behaviour of pupils (Appendix 2). The following procedures are also used to manage the day to day behaviour of pupils:

- detention – i.e. Withdrawal of time and extra work
- withdrawing privilege or rewards
- searching school equipment
- confiscation of property, to be returned to parents/carers at a later date
- meeting parents
- meeting Governors
- respite provision in The Bridge or Hamlyn Centre

Additionally, in accordance with Section 89(5) of the Education and Inspections Act 2006, the Head has statutory power to regulate the behaviour of pupils when off the school premises and not supervised by school staff. The objectives for regulating behaviour off the school site include:

- To maintain good order on transport, educational visits or other placements such as work experience or college courses
- To secure behaviour which does not threaten the health or safety of pupils, staff or members of the public;
- To provide reassurance to members of the public about the school care and control over pupils and thus protect the reputation of the school;
- To provide protection to individual staff from harmful conduct by pupils of the school when not on the school site.

In pursuing the above the school would sensibly take account of the following factors (which may not apply to every incident):

- The severity of the misbehaviour;
- The extent to which the reputation of the school has been affected;
- Related to this, whether the pupil(s) in question were wearing school uniform or were otherwise readily identifiable as members of the school;
- The extent to which the behaviour in question would have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of the staff);
- Whether the misbehaviour in question was on the way to or from school, outside the school gates or otherwise in close proximity to the school;
- Whether the misbehaviour was whilst the pupil was on work experience, taking part in a further education course as part of a school programme or participating in a sports event with another school (i.e. when the pupil might be expected to act as an ambassador for the school) which might affect the chance of opportunities being offered to other pupils in the future.

Extended school activities taking place on the school site will be dealt with in the same way as for any other on-site activity.

Staff should be aware that:

- They have the same rights of protection from threat as any citizen in a public place;
- They should use their professional judgement about immediate action to take in circumstances where a number of young people are present and displaying intimidating behaviour:
 - Their first concern must be for their personal safety;
 - They should make clear that the pupil has been recognised, even if in a group of young people;
 - They should then use their judgement about how to resolve a difficult situation without provoking further confrontation
- The school will apply appropriate disciplinary sanctions when the pupil is next in school.

St. Hild's Church of England School will liaise with Neighbourhood Police Teams and other agencies to develop agreements about which serious behaviours require referral to the police.

The school has the right to impose disciplinary sanctions on a pupil when their conduct falls below the standard which could reasonably be expected of them. The disciplinary sanctions are actions which aim to make clear the boundaries of acceptable behaviour to the pupil and the community. Sanctions must be reasonable and take into account the pupil's age, any disability, any special educational need and any religious requirements affecting the pupil. The use of sanctions will be monitored by age, ethnicity gender, special educational needs and disability.

Disciplinary sanctions should:

- impress on the perpetrator that what he or she has done is unacceptable
- deter the pupil from repeating that behaviour
- signal to other pupil that the behaviour is unacceptable and deter them from doing it.

Sanctions will be applied consistently and fairly in accordance with the RESPECT expectations and will include the following:

- one-to-one admonishment
- removal from teaching group (Serious Incident Room, SIR)
- withdrawal from a particular lesson or peer group
- withdrawal of access to the school ICT facilities (if the pupil misuses the facilities)
- withholding participation in school trip or sports event that is not an essential part of the curriculum
- withdrawal of break and lunchtime privileges
- a variety of forms of detention
- time spent in the Bridge/Hamlyn Centre
- a fixed period of respite at the Local Authority PRU provision
- a fixed term period of exclusion
- a permanent exclusion

Detentions

School staff have a statutory power to put pupils aged under 18 in detention after school sessions and on some weekends and non-teaching days. For detentions longer than 10 minutes school will always try to contact parents by letter or telephone prior to the detention. The school will take into careful account the pupil's circumstances before imposing a detention, however, an inconvenience or disagreement with the penalty on the part of the parent is no excuse for non-attendance at a detention.

During the detention, pupils will be engaged in meaningful academic activities, including completion of missed classwork and/or coursework. Parents will be notified of the detention by letter and/or a phone call.

Detentions will be supervised by staff members. Failure to attend detention will result in referral to Faculty Leaders/Progress Leaders

Screening and searching of pupils for weapons, alcohol, illegal drugs and other stolen items

In accordance with the Education and Inspections Act 2006, the Violent Crime Reduction Act 2006, the Criminal Justice Act 1988 and other legislation and taking due note of the DfE Guidance on Screening, Searching and Confiscation 2012, St. Hild's Church of England School reserves the right for the Headteacher to conduct a search without consent where there are reasonable grounds to suspect the possession of a weapon, alcohol, illegal drug (also refer to schools Drugs Policy StHPO14-1) or stolen items (In most cases the Police will be contacted). The search must take place in the presence of another member of staff. The searchers must be the same sex as the searched and it may, therefore, be necessary for the Headteacher to authorise another senior member of staff of the opposite sex to undertake a search. This may include a search of pupil lockers.

Confiscation

The Headteacher (without consent) may search a pupil for any of the items listed below.

The following are a list of criteria used to indicate whether confiscation of an item is appropriate:

- an item poses a threat to others: for example a laser pen is being used to distract and possibly harm other pupils or staff.
- An item poses a threat to good order for learning: for example a pupil uses a personal music player in class.
- An item is against school uniform rules: for example a pupil refuses to take off a baseball cap on entering a classroom.
- An item poses a health or safety threat: for example a pupil wearing large ornate rings in PE may present a safety threat to other pupils.
- An item which is counter to the ethos of the school: for example material which might cause tension between one community and another.
- An item which is illegal for a child to have: for example racist or pornographic material. Protocols for how to deal with such items have been agreed with local police representatives.

What to do with confiscated items

Staff should keep records of confiscated items and the reasons for the confiscation so that they may justify them later if challenged. Pupils have a right to expect that confiscated items, especially those of monetary or emotional value, will be stored safely until they can be returned to the owner.

Mobile phones and other objects of value will be stored in a safe place until they can be returned to the owner. St. Hild's reserve the right to retain certain confiscated items which pupils should not have in their possession particularly of an unlawful or hazardous nature to be given by the school to an external agency for disposal or further action as necessary. This will always be followed by parents/ carers being notified.

Use of Force

- If a pupil is likely to cause injury to themselves or others, or is damaging the school etc, then any member of staff may use reasonable force to restrain the pupil from continuing.
- As per the screening/confiscation sections the Headteacher (or person acting as) may search a pupil without consent.
- On rare occasions that a pupil is in crisis or is point blank refusing to follow instructions, for example leaving a classroom, then certain 'Team Teach' trained staff may decide to physically restrain or remove the pupil.

Exclusions

- Fixed term exclusions may be issued as a sanction, normally when other attempts to improve behaviour or sanctions have been tried but failed.
- For physical/verbal abuse to adults within the school, persistent bullying, pupil assaults or other serious actions, then pupils may be given a fixed term exclusion as a first sanction.
- After exhausting all other avenues, or following especially 'extreme' behaviour, then the Headteacher can decide to permanently exclude a pupil

6. Taking account of individual pupil needs

- We may be required to take into account a range of individual pupil needs when applying the behaviour policy.
- There will be no discrimination against particular racial groups in the application of this behaviour policy.
- We will monitor and assess the impact of the behaviour policy on pupils, staff and parents of different racial groups.
- We will ensure that staff are well informed about cultural differences in behaviour and their implications.
- We will support newly arrived pupils in understanding and following the behaviour policy.
- We will take appropriate account of cultural and/or religious needs when developing or reviewing rules related to school uniform and appearance.
- We will make reasonable adjustments in the application of the behaviour policy to disabled pupils.
- We will make special educational provision for pupils whose behaviour-related learning difficulties call for it to be made.
- We will be alert to the potentially disproportionate impact of the school's disciplinary framework on vulnerable pupils.
- We will identify at-risk pupils in advance.
- We will plan proactively how the school's disciplinary framework should be applied for each of these pupils.
- We will ensure that all those in contact with the pupil know what has been agreed.
- We will ensure that every vulnerable pupil has a key person in school who knows them well, has good links with the home, and can act as a reference point for staff when they are unsure about how to apply the disciplinary framework.
- We will ensure that all staff are aware of appropriate referral procedures.
- We give special consideration for children with a Statement of Special Educational Need or Education Health Care Plan and Looked After Children.

7. The rights and responsibilities of schools, pupils and parents in ensuring an orderly climate for learning

SCHOOLS	
Rights	Responsibilities
<ul style="list-style-type: none"> • To make clear the school's statutory power to discipline pupils and that pupils and parents will need to respect this. • To enforce their school behaviour policy – including rules and disciplinary measures. • To expect pupils and parents' cooperation in maintaining an orderly climate for learning. • To expect pupils to respect the rights of other pupils and adults in the school. • Not to tolerate violence, threatening behaviour or abuse by pupils or parents. If a parent does not conduct himself/herself properly, a school may ban them from the school premises and, if the parent continues to cause nuisance or disturbance, they may be liable to prosecution. • To take firm action against pupils who harass or denigrate teachers or other school staff, on or off premises – engaging external support services, including the police, as appropriate. 	<ul style="list-style-type: none"> • To ensure the whole school community is consulted about the principles of the school behaviour policy • To establish and communicate clearly measures to ensure good order, respect and discipline. • To cooperate and agree appropriate protocols with other schools in the local <u>school partnership for behaviour and persistent absence</u>. • To ensure the school behaviour policy does not discriminate against any pupil on e.g. grounds of race, gender, disability or sexual orientation and that it promotes good relations between different communities. • To ensure teachers' roles in school discipline matters are consistent with the National Agreement Raising Standards and Tackling Workload and workforce remodelling agenda, so that there is due recognition of the enhanced roles of support staff and not all responsibilities are focused on teachers. • To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies. • To support, praise and as appropriate reward pupils' good behaviour. • To apply sanctions, fairly, consistently, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children and offering support as appropriate. • To make alternative provision from day 6 for fixed period excluded pupils, and where appropriate to arrange reintegration interviews for parents at the end of a fixed period exclusion. • To take all reasonable measures to protect the safety and well-being of staff and pupils, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying.

	<ul style="list-style-type: none"> • To ensure staff model good behaviour and never denigrate pupils or colleagues. • To promote positive behaviour through active development of pupils' social, emotional and behavioural skills. • To keep parents informed of their child's behaviour – good as well as bad, use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities. • To work with other agencies to promote community cohesion and safety.
--	--

PUPILS	
Rights	Responsibilities
<ul style="list-style-type: none"> • To contribute to the development of the school behaviour policy, with every pupil involved in the consultation process. • To be taught in environments that are safe, conducive to learning and free from disruption. • To expect appropriate action from the school to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment. • To appeal to the Headteacher/Governors and beyond that the Secretary of State, if they believe the school has exercised its disciplinary authority unreasonably. 	<ul style="list-style-type: none"> • To follow reasonable instructions by school staff, obey school rules and accept sanctions in an appropriate way. • To act as positive ambassadors for the school when off school premises. • Not to bring inappropriate or unlawful items to school. • To show respect to school staff, fellow pupils, school property and the school environment. • Never to denigrate, harm or bully other pupils or staff. • To cooperate with and abide by any arrangements put in place to support their behaviour such as Pastoral Support Programmes or Parenting Contracts.

PARENTS	
Rights	Responsibilities
<ul style="list-style-type: none"> • To contribute to the development of the school behaviour policy. • To be kept informed about their child's progress, including issues relating to their behaviour. • To expect their children to be safe, secure and respected in school. • To have any complaint they make about their child being bullied taken seriously by the school and investigated/resolved as necessary. • To appeal to the Headteacher/Governors, and beyond that to the Secretary of State, if they believe the school has exercised its disciplinary authority unreasonably. • To appeal against a decision to exclude their child, first to the governing body of the school and then – in cases of permanent exclusion – to an independent appeal panel. 	<ul style="list-style-type: none"> • To respect the school's behaviour policy and the disciplinary authority of school staff. • To help ensure that their child follows reasonable instructions by school staff and adheres to school rules. To send their child to school each day punctually, suitably clothed, fed, rested and equipped and ready to learn. • To ensure school staff are aware of any SEND-related or other personal factors which may result in their child displaying behaviours outside the norm. • To be prepared to work with the school to support their child's positive behaviour. • To attend meetings with the Headteacher or other school staff, if requested, to discuss their child's behaviour. • To adhere to the terms of any Parenting Contract or Order relating to their child's behaviour. • If their child is excluded from the school, to ensure the child is not found in a public place during school hours in the first five days of exclusion and, if invited, to attend a reintegration interview with the school at the end of a fixed period exclusion