



# Wendron Church of England VA Primary School

## Positive Behaviour Policy

Created: Oct 03 Amended: Feb 19

Reviewed: Feb 19 Next Review: Feb 21

The school's Christian Vision "To live life, life in all its fullness" holds the values we see as important to promoting children being able to flourish at school.

The school ethos dictates:

### Wisdom, hope, community and dignity

- I look after myself, my faith, others and my world
- I tell the truth and am responsible for what I do
- I listen to others and am kind and patient

These lie at the heart of our approach to supporting and challenging children over their behaviour within a loving and hospitable community.

In addition, the school is a member of a cooperative multi-academy trust and holds to the cooperative values of: self-help; self-responsibility; democracy; equality; equity; solidarity; honesty; openness; social responsibility; caring for others.

### Legislation

This policy relates to: Education Act 1996; School Standards and Framework Act 1998; Education Act 2002; Education and Inspections Act 2006; Education Act 2011

### Introduction

The aim of this policy is to enable the pupils at Wendron School to make the most of their learning opportunities and to enjoy a happy and safe environment.

We are committed to an encouraging and positive approach to learning appropriate behaviour and good manners. Behaviour is reported upon in the children's annual school reports.

We expect the same high standards of behaviour to apply whilst children are on educational visits, of any kind, off the school premises. We expect visitors to this school to find the children friendly, courteous, helpful, caring, honest, responsible and eager to learn. These are high ideals, but with the help and co-operation of the whole school community – staff, parents and children- we will strive to attain them.

### Discipline in schools – teachers' powers

#### **Key Points**

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.



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- Teachers can also discipline pupils for misbehaviour outside school.
- Teachers have a specific legal power to impose detention outside school hours.
- Teachers can confiscate pupils' property.

### Punishing poor behaviour

#### **What the law allows:**

Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.

To be lawful, the punishment (including detentions) must satisfy the following three conditions:

- The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the head teacher;
- The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
- It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.
- A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.
- The head teacher may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.
- Corporal punishment is illegal in all circumstances.
- Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary.

### Pupils' conduct outside the school gates – teachers' powers

#### **What the law allows:**

- Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a



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specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

- The school's behaviour policy should set out what the school will do in response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.

Subject to the school's behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing the school uniform or
- in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the school or
  - poses a threat to another pupil or member of the public or
  - could adversely affect the reputation of the school.

### Confiscation of inappropriate items

#### What the law allows:

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

- The **general power to discipline** (as described in the bullets under the heading "Discipline in Schools – Teachers' Powers" on pages 3 and 4) enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out; and

Confiscated items will either be returned to the child at the end of the school day or to the parent.

- **Power to search without consent** for "prohibited items" including:
  - knives and weapons
  - alcohol
  - illegal drugs
  - stolen items
  - tobacco and cigarette papers
  - fireworks
  - pornographic images
  - any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property



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- any item banned by the school rules which has been identified in the rules as an item which may be searched for.
- Mobile phones;

The legislation sets out what must be done with prohibited items found as a result of a search.

- Weapons and knives and extreme or child pornography must always be handed over to the police otherwise it is for the teacher to decide if and when to return a confiscated item.

### **Power to use reasonable force**

- The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.
- Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

See Physical restraint policy

### **During the school day:**

Children should arrive at school between 8.45 and 9.00 a.m. On arrival they should hang up their coats, put any lunch boxes, homework and book bags in the designated place and then go to their classroom.

Worship generally take place after lunch but may be at other times during the day. Children are expected to come to worship in a quiet orderly manner, to pay attention to those who are taking worship and to respect the occasion.

Children should move around the school quietly, taking special care to be considerate in cramped spaces such as cloakrooms, corridors and doorways.

During lesson time children are expected to do their best, to work quietly and to allow others to concentrate on their tasks. They should ensure they have the correct equipment for the lesson and should take care of school equipment and facilities. If children have not completed their work in a reasonable time due to a lack of commitment they may be asked to stay in for one playtime per day to complete it.

At playtimes children will respect others, be friendly and sensible. They will listen to the instructions of the teacher, teaching assistant or lunchtime supervisor. Children do not need to bring toys to school. All litter should be placed in the bin provided. At the end of playtime two whistles will be blown. At the first whistle children will stand still in silence and at the second they will make their way sensibly to their lines.



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During lunchtime children are expected to wait until after grace has been said to start their meal. They will treat the lunchtime supervisors with courtesy and respect, be encouraged to remember to say 'please' and 'thank you' and to eat properly. Any food not eaten from a packed lunch must be taken home.

After school, children in Lander, Grylls and Trengrouse should wait in their classrooms until collected by their parents or carers. Trevithick class are walked around to the playground to await collection from their parents. They will wait sensibly.

If children take part in extra-curricular activities they are expected to treat the volunteers who are taking them with respect and courtesy and show appreciation for their gift of time and expertise. At Wendron, children address staff by their title – Mr, Mrs, Ms or Miss and their surnames. They are expected to be friendly, helpful and polite at all times.

### **Extrinsic Motivation**

Children are awarded stamps and stickers, by teachers, teaching assistants and lunchtime assistants, for both good work and good behaviour. Once earned there is no system for the removal of these positive rewards.

Criteria for awarding stickers or stamps are:

- Work of a very high standard
- Work of a very high standard for the particular child
- Improved work
- Excellent behaviour or helpfulness
- Improved behaviour
- Helpfulness at lunch-time
- Working very hard
- Handing in set homework on time
- Providing more than asked for or initially expected

Children are awarded certificates and prizes for collecting stamps

### **Praise Assembly**

An assembly is held weekly, at which awards are presented and children show to the rest of the school, work which is of a high standard, which they have been doing during the week and are praised publicly for any particular progress or good behaviour.

### **Intrinsic motivation**

The aim is for all pupils to do the right thing because they know it is right.

### **Sanctions**

Introduction:



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We are very positive since we are dealing with children who are in the process of learning how to behave. Parents will be notified immediately of any serious concerns.

In the first instance:

- It will be explained to a child that their behaviour is unacceptable in this school and why.
- For subsequent misdemeanours children may lose playtimes or be separated from their peer group
- Behaviour that constitutes continual disregard for the school ethos will be discussed with parents
- Apologies are expected and there should be grace in the giving and receiving of apologies

Serious misbehaviour:

- fighting, repeated unacceptable language, damage to property theft etc. will be discussed with parents/carers and logged on the SIMS database.
- If children repeatedly commit serious breaches of expected behaviour they will, with the co-operation of their parents, be given an individual behaviour plan with attainable targets and be encouraged to improve.
- Bullying will be considered as a sign that both the victim and the bully need help and counselling. In these instances, parents will be involved and a positive approach taken to ensure that the self-esteem of both parties is strengthened. (See the anti-bullying policy)

In extreme cases:

- The headteacher would then consider temporary exclusion, for those children who continually place themselves and others at risk, for a period of three days in the first instance.
- The parents will be invited to discuss the situation.
- Permanent exclusion will be considered. The Governors will follow regulations relating to discipline and attendance in schools. (See the trust exclusions policy)

### **Support following exclusion**

Any pupil who is excluded will have a return to school interview with the Head teacher and class teacher. Any appropriate support structures will be put in place for this child to avoid a repeat of the behaviour/exclusion. Information from this meeting will be given to all appropriate adults. The child's progress in behaviour will be monitored by the class teacher and Head teacher.

### **External partners**

The school will seek guidance and support from external professionals regarding behaviour and well-being.

### **Malicious accusations**

Should a pupil make a malicious allegation against a member of the school staff then the school will seek guidance about any action that may be taken.

### **Equality Act 2010**



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This policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

This policy is available on the school website or available from the school office.

Policy written by: Mr Richard Lawrence

Head teacher: Mr Richard Lawrence

On behalf of Governors:

Date: