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# OVERSTONE PARK SCHOOL

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Pupil Behaviour & Discipline

## Pupil Behaviour and Discipline

Date	Review Date	Coordinator	Nominated Governance
April 2018	April 2019	Mrs M Brown Mr M Partington Mrs D York Mrs T James	Nomination process in progress.

We believe this policy relates to the following legislation:

- School Standards and Framework Act 1998
- Education Act 2002
- Education and Inspection Act 2006
- Apprenticeships, Skills, Children and Learning Act 2009
- Education Act 2011
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- The Education (Independent School Standards) (England) (Amendment) Regulations 2014

The following documentation is also related to this policy:

- Behaviour and discipline in schools - Advice for Principals and school staff (DfE 2014)

We have a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is annually reviewed, made available to all stakeholders and is consistent throughout the school.

We believe that we promote good behaviour by creating a happy caring school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour.

We realise pupils behaviour improves and they feel safer and happier in school if school personnel consistently apply this policy and maintain regular classroom routines.

We encourage pupils to achieve in a learning environment where self-discipline is promoted and good behaviour is the norm. Any form of low-level misbehaviour during lessons is not accepted as we believe pupils will achieve their full potential in a happy, stimulating and ordered school environment.

We strongly endorse the banning of all forms of corporal punishment which has been defined as 'the use of physical force causing pain, but not wounds, as a means of discipline'.

We are aware that we have the right to use reasonable force to control or restrain pupils in order to prevent personal injury, damage to property or the prevention of a criminal offence being committed but not as a means of disciplining pupils.

We have in place a calm room specifically designed to provide an alternative environment for any pupil who is upset, distressed or acting in an unsafe manner. It is a place where

school personnel can take individual children to talk about their concerns or worries or just to calm them down if something has upset or angered them.

We have a duty to safeguard children, young people and families from violent extremism. We are aware that there are extremist groups within our country who wish to radicalise vulnerable children and to involve them in terrorism or in activity in support of terrorism. Periodic risk assessments are undertaken to assess the risk of pupils being drawn into terrorism. School personnel must be aware of the increased risk of online radicalisation, and alert to changes in pupil's behaviour. Any concerns will be reported to the Designated Safeguarding Lead.

We are aware that under the 'Counter-Terrorism and Security Act 2015' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and we believe it is essential that school personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

We provide a safe environment where we promote pupils' welfare. Within this environment we work hard to build pupils' resilience to radicalisation and extremism by promoting fundamental British values and for everyone to understand the risks associated with terrorism. We want pupils to develop their knowledge and skills in order to challenge extremist views.

We have decided that the following items are prohibited in this school namely knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any item that could be used to commit an offence or personal injury or damage to property. Any pupil found in possession of them will face disciplinary sanctions.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We aim to be judged at least good in all school inspections by ensuring that standards for all pupils are higher than schools of a similar size and that standards continue to improve faster than the national trend.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

## **Aims**

! To create an ethos that makes everyone in the school community feel valued and respected.

- ! To promote good behaviour by forging sound working relationships with everyone involved with the school.
- ! To promote self-discipline and proper regard for authority among pupils.
- ! To prevent all forms of bullying among pupils by encouraging good behaviour and respect for others.
- ! To maintain consistency in applying this policy.
- ! To protect children from the risk of radicalisation and extremism.
- ! To ensure compliance with all relevant legislation connected to this policy.
- ! To work with other schools and the local authority to share good practice in order to improve this policy.

## **Responsibility for the Policy and Procedure**

### **Role of the Governance (Proprietors)**

The Governance (Proprietors) has:

- the duty to set the framework of the school's policy on pupil discipline after consultation with the parents and pupils of the school;
- responsibility to ensure that the school complies with this policy;
- delegated powers and responsibilities to the Principal to ensure that school personnel and pupils are aware of this policy;
- delegated powers and responsibilities to the Principal to ensure all visitors to the school are aware of and comply with this policy;
- appointed a coordinator for behaviour and discipline to work with the Principal;
- the duty to support the Principal and school personnel in maintaining high standards of behaviour;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities Governance to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- nominated a link Governance to visit the school regularly, to liaise with the Principal and the coordinator and to report back to the Governance Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy.

### **Role of the Principal**

The Principal will:

- determine the detail of the standard of behaviour that is acceptable to the school;
- ensure all school personnel, pupils and parents are aware of and comply with this policy;

- ensure all stakeholders are absolutely clear about the expected standards of pupils behaviour,
- ensure school rules are displayed around the school and that all stakeholders know what they are;
- ensure school personnel apply this policy consistently;
- work hard with everyone in the school community to create an ethos that makes everyone feel valued and respected;
- promote good behaviour by forging sound working relationships with everyone involved with the school;
- model behaviour that he/she wants to see from school personnel;
- encourage good behaviour and respect for others, in order to prevent all forms of bullying among pupils;
- ensure school take individual children to the calming room to talk about their concerns or worries or just to calm them down if something has upset or angered them;
- with all members of the Senior Leadership Team will:

- maintain a regular visible presence throughout the school day and especially when pupils arrive and leave, at break times and lunchtimes

- ensure pupils move around the school in an orderly manner
- praise good behaviour
- celebrate successes
- the good performance of school personnel
- take action if school personnel do not follow this policy
- consistently inform parents of this policy
- ensure school personnel praise good behaviour and work
- ensure school personnel understand the additional needs of all pupils in their care
- monitor the number of sanctions and rewards given by individual school personnel
- have in place clear strategies for pupils who are likely to misbehave
- ensure school personnel are aware of these strategies and apply them
- have in place support mechanisms for pupils with behaviour difficulties
  - ensure school personnel build and maintain positive relationships with the parents of pupils with behavioural difficulties

- ensure the health, safety and welfare of all children in the school;
- work with the School Council to create a set of school rules that will encourage good behaviour and respect for others;
- work closely with the link Governance and coordinator;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by analysing :

- pupil attitudes to school and learning
- the views of pupils, parents, school personnel and Governances
- the number of fixed-period and permanent exclusions
- incident logs, rewards and sanctions
- the number of reported cases of bullying
- strategies to improve behaviour and discipline

- make effective use of relevant research and information to improve this policy;

- annually report to the Governance Body on the success and development of this policy.

### **Role of the Coordinator**

The coordinator will:

- lead the development of this policy throughout the school;
- work closely with the Principal and the nominated Governance;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- work with the School Council;
- monitor school support systems;
- undertake classroom monitoring;
- organise a 'Buddy System';
- analyze the concerns from the 'Worry Boxes';
- track pupils through IEPs;
- create links with parents;
- deal with external agencies;
- review and monitor;
- annually report to the Governance Body on the success and development of this policy.

### **Role of the Nominated Governance**

The Nominated Governance will:

- work closely with the Principal and the coordinator;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- attend training related to this policy;
- report to the Governance Body every term;
- annually report to the Governance Body on the success and development of this policy

### **Role of School Personnel**

School personnel will:

- comply with all aspects of this policy;
- maintain consistency in applying this policy throughout the school;
- welcome pupils into the classroom;
- have in place clear classroom routines;
- maintain consistency in applying these routines;
- encourage good behaviour and respect for others;
- praise good behaviour and good work;
- ensure all work is differentiated;
- apply all rewards and sanctions fairly and consistently;
- work with pupils to compile a list of class rules;
- display class rules;
- work with pupils to compile a list of sanctions and rewards;

- display the list of sanctions and rewards;
- promote self-discipline amongst pupils;
- deal appropriately with any unacceptable behaviour;
- stay calm when dealing with unacceptable behaviour;
- apply any behavioural plans of individual pupils;
- ensure support staff are aware of these plans;
- be aware of and understand the additional needs of pupils in their care;
- take individual children when a situation arises to the calming room to talk about their concerns or worries or just to calm them down if something has upset or angered them;
- have in place and will refer to a visual timetable;
- discuss pupil behaviour and discipline regularly at staff meetings;
- provide well planned, interesting and demanding lessons which will contribute to maintaining good discipline;
- attend periodic training on behaviour management;
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- work in partnership parents and carers keeping them up to date with their child's progress and behaviour at school;
- ensure the health and safety of the pupils in their care;
- identify problems that may arise and to offer solutions to the problem;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

## **Role of Pupils**

Pupils will:

- be aware of and comply with this policy
- be polite and well behaved at all times;
- show consideration to others;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- obey all health and safety regulations in all areas of the school;
- co-sign and abide by the Home School Agreement;
- liaise with the school council make suggestions about improving school behaviour;
- take part in questionnaires and surveys.

## **Role of Parents/Carers**

Parents/carers are encouraged to:

- comply with this policy;

- have good relations with the school;
- support good behaviour;
- sign the school's 'Home-School Agreement';
- ensure their children understand and value the meaning of good behaviour;
- support school rules and sanctions
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school.

### **Role of the School Council**

The School Council will be involved in:

- determining this policy with the Governance Body;
- discussing improvements to this policy during the school year;
- devising school rules and sanctions;
- reviewing the effectiveness of this policy with the Governance Body.

### **Sanctions and Rewards**

Sanctions and rewards:

- have been devised by the School Council and the Governance Body;
- must be applied fairly and consistently across the school;
- must not be degrading or humiliating to any pupil;
- must be displayed in all classes;

A system is in place to ensure that no child never misses out on sanctions or rewards.

### **Calming Rooms**

See policy

### **Exclusion**

The Governance Body has decided that in exceptional circumstances that exclusion will be used as a sanction either as a:

- fixed term or
- permanent exclusion

### **Pupil Support**

A number of pupil support systems are in place and are proving effective in promoting good behaviour. All school personnel work hard to ensure that these systems run smoothly.

### **Celebration of Good Behaviour**



Good behaviour is celebrated at the weekly achievements assembly. But regular praise and encouragement is part of the school ethos.

## **Outside Agencies**

We have invaluable support for pupils who demonstrate persistent poor behaviour from the:

- educational psychologist;
- educational welfare officer;
- school health nurse and from
- Social Services.

## **Incidents**

- All incidents of bad behaviour are recorded on an incident sheet.
- The co-ordinator thoroughly investigates all incidents and reports to the Principal.

## **Raising Awareness of this Policy**

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Principal reports to the Governance
- information displays in the main school entrance

## **Training**

All school personnel:

- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:
  - Maintaining good order and discipline
  - Safeguarding pupils
  - The use of reasonable force
  - Dealing with bullying
  - Pupils at risk of disaffection
  - Pupil support programmes
- receive periodic training so that they are kept up to date with new information

- receive equal opportunities training on induction

### Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

### Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Principal and the nominated Governance.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governance for further discussion and endorsement. (See Policy Evaluation)

Method	Frequency								
	Daily	Weekly	Term						Annually
			1	2	3	4	5	6	
Reports from Subject Leaders									
Learning walks									
Scrutiny of planning									
Work trawls									
Lesson observations									
Discussions with teachers									
Discussions with pupils									
Discussions with Governances									
Discussions with parents									

### Monitoring Action Plan

See form

### Linked Policies

▪ Safeguarding and Child Protection	▪ Health and Safety
▪ Supervision of Pupils	▪ Anti-Bullying
▪ Pupil Exclusion	▪ Positive Handling (Restraint of Pupils)
▪ Calming Rooms	▪ Home School Agreement

<b>Principal:</b>	Mrs M F Brown	<b>Date:</b>	26 <sup>th</sup> April 2018
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<b>Chair of Governance:</b>	Nomination Process in Progress.	<b>Date:</b>	

## Initial Equality Impact Assessment

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

Policy Title	The aim(s) of this policy	Existing policy (! )	New/Proposed Policy (! )	Updated Policy (! )
			!	

This policy affects or is likely to affect the following members of the school community (! )	Pupils	School Personnel	Parents/carers	Governance s	School Volunteers	School Visitors	Wider School Community

Question	Equality Groups															Conclusion				
<b>Does or could this policy have a negative impact on any of the following?</b>	Age		Gender					Gender identity		Pregnancy or maternity			Religion or belief				Sexual orientation		<b>Undertake a full EIA if the answer is 'yes' or 'not sure'</b>	
	Y	NS	Y	N	Y	N	NS	Y	NS	Y	N	NS	Y	N	NS	Y	N	Y		
	!		!		!			!		!			!			!		!		
<b>Does or could this policy help promote equality for any of the following?</b>	Age		Gender					Gender identity		Pregnancy or maternity			Religion or belief				Sexual orientation		<b>Undertake a full EIA if the answer is 'no' or 'not sure'</b>	
	Y	NS	Y	N	Y	N	NS	Y	NS	Y	N	NS	Y	N	NS	Y	N	Y		
	!		!		!			!		!			!			!		!		
<b>Does data collected from the equality groups have a positive impact on this policy?</b>	Age		Gender					Gender identity		Pregnancy or maternity			Religion or belief				Sexual orientation		<b>Undertake a full EIA if the answer is 'no' or 'not sure'</b>	
	Y	NS	Y	N	Y	N	NS	Y	NS	Y	N	NS	Y	N	NS	Y	N	Y		
	!		!		!			!		!			!			!		!		

<b>Conclusion</b>	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.
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<b>Preliminary EIA completed by</b>	<b>Date</b>	<b>Preliminary EIA approved by</b>	<b>Date</b>

## Policy Evaluation

Points to be considered	Yes	No	N/A	Please supply evidence
! Policy annually reviewed				
! Policy in line with current legislation				
! Coordinator in place				
! Nominated Governance in place				
! Coordinator carries out role effectively				
! Principal, coordinator and nominated Governance work closely				
! Policy endorsed by Governance body				
! Policy regularly discussed at meetings of the Governance body				
! School personnel aware of this policy				
! School personnel comply with this policy				
! Pupils aware of this policy				
! Parents aware of this policy				
! Visitors aware of this policy				
! Local community aware of this policy				
! Funding in place				
! Policy complies with the Equality Act				
! Equality Impact Assessment undertaken				
! Policy referred to the School Handbook				
! Policy available from the school office				
! Policy available from the school website				
! School Council involved with policy development				
! All stakeholders take part in questionnaires and surveys				
! All associated training in place				
! All outlined procedures complied with				
! Linked policies in place and up to date				
! Associated policies in place and up to date				
<b>A statement outlining the overall effectiveness of this policy</b>				

## Policy Approval Form

<b>Policy Title:</b>						<b>Date when written:</b>			
<b>Policy written by:</b>					<b>New Policy</b> <small>(or x)</small>	<b>Revised Policy</b> <small>(or x)</small>			
<b>Stakeholders consulted in policy production:</b> <small>(or x)</small>	<b>Governances</b>	<b>Senior Leadership Team</b>	<b>Teaching Personnel</b>	<b>Support Personnel</b>	<b>Administrative Personnel</b>	<b>Parents</b>	<b>Pupils</b>	<b>Local Community</b>	
<b>Date when approved by Governance s:</b>			<b>Date when presented to stakeholders:</b>	<b>Date when implemented:</b>					
<b>Published on:</b> <small>(or x)</small>	<b>School Website</b>			<b>School Prospectus</b>			<b>Staff Handbook</b>		

## Monitoring Implementation and Policy Effectiveness Action Plan

Method/Actions	Success Criteria/Intended Outcomes	Who is responsible	Who is involved	Start/finish dates	Costs	Evaluation against success criteria
Reports from Subject Leaders						
Learning walks						
Scrutiny of planning						
Work trawls						
Lesson observations						
Discussions with teachers						
Discussions with pupils						
Discussions with Governances						
Discussions with parents						