



## **BURY CHURCH OF ENGLAND HIGH SCHOOL**

# **THE HEADTEACHER'S BEHAVIOUR AND DISCIPLINE POLICY**

### **CHRISTIAN VALUES**

As Christ said "be perfect therefore, as your heavenly Father is perfect." Matt 5:48 and this should always be our goal. This is encouraged through the use of rewards, reflecting God's approach to people who serve. "Serve wholeheartedly, as if you were serving the Lord, not people, because you know that the Lord will reward each one for whatever good they do. Eph 6:7-8 However, the Christian faith is clear that whilst we aim high, we are frail and mess up. Our code of conduct provides the framework by which we create a good community for all, and this is used to judge peoples' behaviour in harmony with Christian teaching. "Speak and act as those who are going to be judged by the law that gives freedom" James 2:12 The scriptures tells us, "If we claim to be without sin, we deceive ourselves and the truth is not in us. If we confess our sins, he is faithful and just and will forgive us our sins and purify us from all unrighteousness." 1 John 1:8-9. Yet once forgiveness has been given and received, relationships need to be restored through reconciliation. "All this is from God, who reconciled us to himself through Christ and gave us the ministry of reconciliation: that God was reconciling the world to himself in Christ, not counting people's sins against them. And he has committed to us the message of reconciliation." 2Cor 5:19

### **GENERAL PRINCIPLES**

In developing this behaviour and discipline policy, the Head has applied the Governors expectations as outlined in their behaviour and discipline policy, namely:

- that the best kind of discipline is self-discipline;
- that where self-discipline is insufficient or ineffective the Head is to enforce and impose acceptable standards;
- that rewards are always preferable to sanctions;
- that where sanctions are required they be applied consistently and fairly;
- that due regard should be given to the circumstances of the pupil when a punishment is being considered (e.g. detaining young children after school);
- that parents should be informed of any serious misdemeanours;
- that staff and children should be aware of the standards of conduct required by the Head, in particular that violence (including any form of bullying) is totally unacceptable and will always be met with a severe response;
- that the day-to-day responsibility for ensuring good conduct and acting to remedy poor conduct should lie with every member of the school staff and others designated to do so;
- that reasonable force may be used in extreme circumstances.

### **REWARDS TO ENCOURAGE GOOD CONDUCT AND ACKNOWLEDGE THE POSITIVE CONTRIBUTION MADE TO SCHOOL LIFE**

We aim to recognise and reward positive behaviour and achievement because praise and encouragement are powerful motivators. Rewards can be part of the formal structure of the school or they can be informal such as a 'well done' or a 'that's fantastic' comment made by a member of staff. The staff are encouraged to always seek to spot when pupils are behaving in a commendable fashion and to use rewards to acknowledge this.

Informal rewards might include praising pupils for:





- entering the classroom quietly
- arriving to class on time
- being smartly dressed in their Uniform
- being particularly helpful and polite whilst journeying to or from school
- co-operating while the teacher takes the attendance
- returning permission slips and/or school forms on time
- transitioning between activities
- following directions
- saying “please” and “thank you” appropriately
- conducting themselves commendably on a school trip
- listening attentively
- helping a classmate positively
- bringing the necessary materials to class
- handing in homework
- being a polite audience at an assembly
- beginning work right away
- asking questions when unsure
- good behaviour during a test
- participating in class discussions
- walking appropriately around school
- working co-operatively with a partner
- participating well in a presentation, play or concert
- cleaning up
- making a good effort in an assignment
- assisting a new pupil
- sharing school experiences with parents
- making up missed assignments
- making a new friend
- good effort in a long term project
- sharing
- being sensitive to others feelings
- appropriately using school property
- returning borrowed books and materials
- showing enthusiasm
- being responsible for a class room job
- offering help without being asked
- not wasting paper or supplies
- staying on task
- telling the truth
- accepting a new challenge
- behaving well when a guest is present
- reading at home
- participating in school functions
- demonstrating a positive attitude
- giving one’s best effort
- participating in a community improvement project
- participating in a group activity
- remaining calm during a problem situation
- showing creativity
- learning independently when work is finished



- taking turns
- working co-operatively with an Aide or Volunteer

More formal rewards might include:

- constructive and supportive marking of work
- displays of pupils work
- achievement, progress, and effort rewarded by merit marks, stickers, certificates and lapel badges
- good attendance acknowledged by merit marks, stickers, certificates and lapel badges
- prizes and trophies awarded
- celebrations of rewards in public forums such as assembly, prize giving, church service or other external venue
- commendations on notice boards
- school newsletters or press coverage
- media coverage
- letters of congratulation, for example from the Head or Chair of Governors
- personal meetings with senior staff, Governor or other education officer for example the Diocesan Director of Education
- letters to parents
- privileges such as early lunch pass or an extra experience such as a trip, breakfast or meeting

These lists are not intended to be exhaustive as the nature of a reward will always be, in part, personal to the recipient and therefore as unique as the person concerned. The opportunity to spend an hour in the library may be a reward to one pupil but not to another, who may feel rewarded by that same hour being out on the sports field playing their favourite sport. They are, however, intended to give a flavour of the importance the school places on acknowledging positive behaviour and good conduct in line with its Christian ethos.

### **HOW TO APPLY SANCTIONS TO ADDRESS AND CORRECT CONDUCT THAT IS NOT CONSISTENT WITH THE SCHOOL'S CHRISTIAN ETHOS AND VALUES**

Whenever a sanction is applied, it is important that it is explained to the pupil the reason for the sanction. A sanction must be reasonable. In determining whether a punishment is reasonable, Section 91 of the Education and Inspections Act 2006 says the penalty must be proportionate in 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, with an escalation in severity if the offence is part of a pattern of previous offences which demonstrate a continuation of ill-discipline or defiance. The imposition of any sanction should be carried out making it clear this is a consequence of the inappropriate behaviour, distinguishing between the offence and the offender. In other words, it is the offence that is bad, not the person. The imposition of sanctions should be reflective of the schools Christian ethos which recognises the need for justice. The manner in which these are then implemented, and the manner in which the pupil is restored to the wider school community, should reflect the Christian ethos which recognises the need for mercy and forgiveness.

There should always be consistency in the way sanctions are imposed but this consistency can never be mechanistic nor without thought to the circumstances of the offence and the personality of the pupil.

The decision to impose a sanction on a pupil must be made by a paid member of school staff or a member of staff authorised by the Headteacher.

The decision to impose a sanction on the pupil and the sanction itself must be made on the school premises or while the pupil is under the charge of the member of staff.



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.

The Headteacher authorises all paid staff to act to maintain the good order and discipline of the school by Teachers having 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). Authorisation is also given for Teachers to use reasonable force to prevent pupils from committing a crime, causing injury or damage or causing disruption. Such force must always be used in the context of restraint and should, wherever possible, be preceded by a warning that restraint will be applied if the inappropriate behaviour does not cease immediately.

These powers also apply to all paid staff with responsibility for pupils, such as Associate staff and Facilitating staff.

Staff can discipline pupils at any time the pupil is in school or elsewhere under the charge of a member of staff, including on school visits.

Teachers can also discipline pupils for misbehaviour outside school.

Teachers have a specific legal power to impose detention outside school hours.

Staff can confiscate pupils' property.

## **REASONS FOR IMPOSING SANCTIONS**

Staff 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 school uniform or
- in some other way, able to be identified 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.

## **STAFF AUTHORISED TO IMPOSE PARTICULAR SANCTIONS**

It is the purpose of the school to provide and enable effective learning to take place, and so the school takes the view that curricular or extra-curricular work should never be set as a sanction. The imposition of extra time in which outstanding work can be completed is regarded as acceptable but the completion of curricular or extra-curricular work as a punishment is not acceptable.

All paid staff are authorised to:

- use verbal reprimands
- use specific seating arrangements
- demote, in order to receive a reward or service (eg sending to the back of the lunch queue)
- require a letter of apology
- set a written imposition



- require any pupil to reveal information stored on any device (eg mobile phone, tablet, music player, computer) and to allow this to be copied for the purposes of investigation as necessary
- require attendance at a break or lunchtime detention
- confiscate inappropriate items in accordance with school procedures
- remove privileges
- require pupils to wear replacement items of clothing where they have failed to comply with the school's uniform expectations
- apply remedial methods to address the infringement (e.g. the removal of make-up or the sorting out of soiled/dishevelled/untidy clothing)
- carry out searches of pupils if they suspect a pupil to be concealing a prohibited item.

The general power to discipline (as described in the bullets within the Department for Education Document February 2014 - *Behaviour and discipline in schools – Advice for Headteachers and school staff on page 6*), 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. Staff are authorised to use the power to search without consent for prohibited items including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks (including caps or similar items)
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Staff are authorised to use reasonable force in extreme circumstances to prevent a pupil from committing a crime, causing injury, causing damage or causing disruption.

Situations that require the use of restraint may include a pupil attacking another pupil, a pupil committing deliberate damage, a pupil causing injury or a pupil about to act in a way that endangers others by, for example, lighting a turned on gas tap in a Science laboratory. Wherever possible, a warning that restraint will be applied if the inappropriate behaviour does not cease immediately should be given but it is recognised that in these extreme situations, this may not always be possible.

Staff should consider carefully whether they should apply a physical restraint and, if they judge that they would be unable to do so due to the strength or size or number of offenders, they should try to remove any other pupils who might be at risk and summon help from colleagues.

Once restraint is applied, it should be maintained for the shortest possible time. As soon as it is possible to remove the restraint safely, this should be done, even if the pupil's behaviour continues to be inappropriate (e.g. they continue to use offensive language).

The need to use reasonable force is an exceptional measure and would always indicate that an incident was serious.

In addition to the above, Teachers and Teaching Assistants are authorised to:

- remove a pupil from class temporarily for a period no longer than a lesson. The pupil must be issued a red card and go to the relevant pastoral base if removal is longer than a few minutes
- impose after school detentions of up to 15 minutes without prior notification to parents (Parental permission is not required and notification to parents is not usually required)



In using detention as a sanction, Teachers and Teaching Assistants should take into account the following:

- whether the pupil has known caring responsibilities which mean that the detention is unreasonable
- whether the parents ought to be informed of the detention. In a few cases it may be necessary to do so, but this will depend on the circumstances
- whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

In addition to the above, Heads of Department or their Deputy may:

- impose or authorise a Teacher to impose after school detentions of between 15 minutes and an hour having sent notification to parents. (parental permission is not required but parental notification should always be made).
- remove a pupil from a class for periods that are longer than a single lesson
- place pupils in different teaching groups
- place a pupil on subject report
- withdraw the right to attend school extra-curricular activities whether these have been paid for or not, without the requirement to refund any monies paid.

In using detention as a sanction, Heads of Department or their Deputies should take into account the following:

- whether the pupil has known caring responsibilities which mean that the detention is unreasonable.
- whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the pupil can get home safely.
- whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

In addition to the above, Heads of Year may:

- place a pupil on year group report
- isolate a pupil from the rest of the pupil community in school
- impose after school detentions that extend over several sessions or are longer than an hour
- impose detentions on training days
- impose restitution activities that are designed to help the pupil to understand the consequences of their actions or make amends for that action such as litter picking where littering the school is the offence or cleaning desks or walls where graffiti was the initial offence (appropriate training must be given to pupil's prior to them undertaking any activity)
- arrange an interview with an outside agency to reinforce the potential consequences of the inappropriate behaviour such as the fire service, police service, social services or a charity worker
- decide whether a confiscated item should be permanently denied to a pupil (weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the Head of Year to decide if and when to return a confiscated item.)

In addition to the above, any member of the Senior Leadership Team may:

- impose a week-end detention (these can't be imposed on week-ends that are part of a school holiday)
- arrange for sanctions to be served during a school holiday with the permission of parents
- impose a programme of study to address inappropriate behaviour which isolates a pupil from the wider pupil community.



In addition to the above, the Head, or in his absence his Deputy may:

- impose a temporary exclusion from school and require attendance from the 6th day onwards at a venue determined by the school so that the pupil's education may continue
- impose a permanent exclusion from school

Normally when being found in possession of:

- knives and weapons
- fire ignition products (e.g. lighters, matches)
- alcohol or Novel Psychoactive Substances
- illegal drugs
- stolen items
- 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
- Any item or materials which may cause concern, alarm or distress and serious mis-use of any item or activity banned by the school rules e.g. sexual misconduct and sexual harassment\* bullying, gambling, stealing, filming a person without their knowledge or permission and posting or sharing such images in a manner that will adversely affect the reputation of the school or the person filmed will normally result in a temporary exclusion from school for a first offence. Subsequent offences will normally lead to a permanent exclusion from school. Actions which, in the judgement of the Headteacher, have caused concern, alarm or distress. Misuse of school IT systems such as hacking, impersonating a member of staff or altering information without permission will normally result in a temporary exclusion from school. The misuse of the school's security or evacuation systems will also normally result in a temporary exclusion from school.

Temporary exclusion from school will normally result when inappropriate behaviour continues and other sanctions have proved ineffective at modifying that behaviour for the better. This will be the case for any pupils who persistently associate with smoking in school, bring smoking related products such as electronic cigarettes, vaping or lighters or bring tobacco and/or cigarette papers onto the school site or who smoke on the school site. Persistent refusal to follow school rules, a one off act of violence or threat of violence, and significant disruption to the good order and discipline of the school including the misuse of the internet or other communication media that brings the school or members of its community into disrepute will also normally result in a temporary exclusion from school.

Permanent exclusion from school will normally result if a pupil is found to be using or selling/passing on:

- illegal drugs
- fireworks
- pornographic images
- alcohol or Novel Psychoactive
- Substances any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- knives and weapons
- any item or materials which may cause concern, alarm or distress

Permanent exclusion will normally result from a serious one off, or repeated act of violence or threats of violence, a one off or repeated act of violence or threats of violence towards a member of staff, serious or sustained bullying (e.g. racial, homophobic, sexual, religious or gender), serious defiance of a member of staff, serious misuse of the internet or other communication media that brings the school or members of its community into disrepute, breaking the terms of a behaviour contract, serious or persistent gambling, harassment, serious sexual misconduct and sexual harassment\*, persistent refusal to comply with the school rules or reasonable instructions from a member of staff for example having repeatedly been warned



not to smoke or associate with smoking at school. Actions which, in the judgement of the Head Teacher, have caused serious or repeated concern, alarm or distress. Serious or repeated misuse of school IT systems such as hacking, impersonating a member of staff or altering information without permission will normally result in a permanent exclusion from school. Malicious misuse of the school's security or evacuation systems will normally result in a permanent exclusion from school.

From time to time, the actions of a pupil may come to the attention of the police. If the school is ever approached by the police, the school will fully co-operate with their enquiries. This includes acting in loco-parentis (in the place of the parent/guardian) should police wish to speak with a pupil.

*\*Advice from the DfE 'Sexual violence and sexual harassment between children in schools and colleges, information issued December 2017*

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