**Elm Tree Community Primary School**

**Behaviour Principles & School Exclusion**

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| **Approved by:** | D. Lamb & Governing Body |  |
| **Last reviewed on:** | September 2023 | |
| **Next review due by:** | September 2024 | |

1. **Principles**

The Governing Body recognises the school’s duty of care to pupils and staff:

* Keeping all pupils safe and able to learn and
* Enabling staff to teach and promote learning without interruption or harassment.

The Governing Body expects the Behaviour Policy, processes and practices to be in accordance with their responsibilities under equality legislation.

The Governing Body believes that good behaviour in all aspects of school life is necessary to promote teaching and learning and high standards of attainment. It seeks to create a caring, learning environment in the school by encouraging:

* Good behaviour and discipline
* Self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
* Fairness of treatment for all
* Consistency of response to both positive and negative behaviour
* Early intervention as a challenge to poor behaviour
* A safe environment free from disruption, violence, bullying and any form of harassment
* A positive relationship with parents and carers by involving them in behaviour management
* Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
* All pupils, staff and visitors are free from any form of discrimination
* Staff and volunteers set an excellent example to pupils at all times
* Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
* The behaviour policy is understood by pupils and staff
* The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
* Pupils are helped to take responsibility for their actions
* Families are involved in behaviour incidents to foster good relationships between the school and pupils’ home life

**2. Purpose**

The Governing Body sets out these principles to:

* Inform parents, pupils and staff; and

Guide the Headteacher in drawing up the Behaviour Policy.

**The Governing Body** establishes, in consultation with staff, parents and pupils, the policy for promoting good behaviour. It ensures that expectations are clear and non-discriminatory (ethnic or national origin, culture, religion, gender, disability or sexuality). Governors support the aim of maintaining high standards of behaviour.

* **The Headteacher** is expected to use discretion in applying rewards and sanctions, taking into account the individual situation and the individual pupil.
* **The Senior Management Team** is responsible for implementation of the policy and day-to-day management of procedures through the school structures.
* **The Senior Management Team** is responsible for ensuring that procedures are followed and consistently applied. In addition, all subject leaders take responsibility for ensuring high quality of teaching, organisation and management of their curriculum as a pre-emptive means of behaviour management.
* **All staff and adult volunteers** are responsible for ensuring that the procedures are followed and consistently applied on a day-to-day basis. Mutual support amongst all staff and adult volunteers in the implementation of the policy is expected.
* **Teachers have responsibility for managing behaviour in their classrooms by:**

1. Creating a high-quality learning environment to meet the needs of students.
2. Developing clear routines, expectations, objectives, instructions, explanations, discipline and language in accordance with the School’s Code of Conduct.
3. Challenging and supporting students, keeping them on task and responding fully to their educational needs.

* **Parents and carers** share responsibility for the behaviour of their child both inside and outside of the school. They are encouraged to work in partnership with staff and assist the school in maintaining high standards of behaviour.
* **Pupils** are expected to take responsibility for their own behaviour and be aware of the school’s policy, procedures and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

**3. Rewards**

Governors expect rewards applied to:

* Demonstrate that responsible behaviour is recognised and valued;
* Express the approval of the school community; and

Encourage other pupils to adopt similar behaviour.

**4. Sanctions**

Governors expect sanctions applied to:

* Demonstrate that misbehaviour is not acceptable;
* Express the disapproval of the school community; and
* Deter other pupils from similar behaviour.

**5. Strategies and Procedures**

The School’s Care and Control Policy, processes and practices make clear to pupils how acceptable behaviour can be achieved and how consequences will follow in the case of low standards

* **Training**: The Senior Team ensures that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy and these principles.
* **Involvement of Outside Agencies**: The school works positively with external agencies and seeks appropriate support from them to ensure that the needs of all pupils are met.
* **Monitoring**: The Senior Team undertakes systematic monitoring of the behaviour management procedures to ensure that they are effective and explicit. The Governing Body is kept informed through the appropriate committee.
* **Review**: The Governing Body will regularly review the Behaviour Management Policy to ensure its continuing effectiveness. Reviews will take place in consultation with the Senior Team, staff, parents and pupils at least every half term.

**6. The Power to Discipline**

The Education and Inspections Act 2006 includes provisions on School Discipline which came into force on 1st April 2007. These include provisions on school behaviour policies,

the power to discipline, detention and confiscation. There is also a separate chapter which sets out provisions on more specific issues around parental responsibility and excluded pupils.

Government guidance lists relevant factors for schools to take into account when considering disciplinary action. These factors are:

* The severity of the misbehaviour;
* Any harm to the school’s reputation;
* Was the pupil in question wearing school uniform or otherwise readily identifiable as a pupil at the school?
* The extent to which the behaviour has repercussions for good order in school and/or might pose a threat to another pupil or member of staff, e.g. bullying another pupil or insulting a member of staff;
* Whether the misbehaviour was on the way to or from school, outside the school gates or otherwise close to the school; and
* Whether the misbehaviour occurred when a pupil was an ambassador for the school, e.g. a sports event, work experience etc, and whether future opportunities for other pupils might be affected.

Sanctions must be reasonable and proportionate to the circumstances of the case.

**7. The Power to Discipline at Elm Tree Community School**

**a) Disciplinary Sanctions**

The Governing Body welcomes the fact that teachers and other school staff have the power to enforce sanctions. The sanction could be for failing to follow a school rule, an instruction given by a member of staff of the school, or for any other reason that causes a pupil’s behaviour to fall below the standard which could reasonably be expected of them.

Governors emphasise that the power to discipline applies to any pupil at school and also to misbehaviour by pupils outside the school premises. Students are expected to represent the good name of the school in the community.

**b) Misbehaviour outside the school premises**

Governors will support the Headteacher and staff in dealing with misbehaviour outside the school premises. This includes behaviour on activities arranged by the school, such as work experience placements, educational visits and sporting events; behaviour on the way to and from school; and behaviour when wearing school uniform in a public place.

Governors will also support the Headteacher and staff in dealing with misbehaviour outside the school that has no direct connection with the school, but which could 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).

New media (such as mobile phones, internet sites and chat rooms) can be exploited by pupils in order to bully, embarrass or cause distress to fellow pupils or members of staff. The use of defamatory or intimidating messages/images will not be tolerated. Governors will support the Headteacher and staff in applying disciplinary sanctions to perpetrators, whether that misbehaviour took place inside or outside of school.

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**c) Restrictions**

The Governing Body notes that schools have a statutory power to put pupils aged less than 18 years in sessions after school restrictions and on some weekend and non-teaching days.

The Governing Body will support the Headteacher and staff in issuing sanctions which comply with law and follow the school’s Behaviour Policy, processes and practice. This will include support for sanctions that take place in the evenings.

**d) Confiscation**

The Governing Body notes that:

* The school can include confiscation of pupils’ property as a disciplinary sanction in its behaviour policy;
* Confiscation must be a reasonable sanction in the circumstances of the particular case;
* Confiscation includes seizure and also the retention and disposal of property. Decisions about retention and disposal of confiscated property must also be reasonable in the circumstances of the particular case.
* There is a specific statutory defence for school staff who have reasonably confiscated pupils’ property.

The Governing Body will support the Headteacher and staff when they confiscate a pupil’s property in accordance with the school’s Behaviour Policy, processes and practice.

**e) Screening and Searching**

Governors note that the school can require pupils to undergo random screening for weapons, drugs etc. without suspicion as part of the school’s disciplinary power and the duty to manage risk.

Governors note that the Headteacher or other authorised staff may search pupils who have consented to be searched and may also conduct a weapons search without consent where there are reasonable grounds to suspect the possession of a weapon.

The Governing Body accepts that there may be rare occasions on which it might be necessary to search a pupil in these circumstances but believes that the police will usually be better placed to manage such matters.

The Governing Body accepts that there may also be occasions on which it might be necessary to ask a pupil to empty their pockets or give staff access to their bags or lockers. Such instances would include where there are reasonable grounds to suspect the possession of stolen property, alcohol or illegal substances/weapons.

Governors will support the Headteacher or other authorised staff in conducting such searches, provided they comply with law and follow the school’s Behaviour Management Policy, processes and practice.

**f) Exclusion**

The Governing Body recognises that exclusion is a severe sanction. They agree with government guidance that a decision to exclude a pupil should be taken only:

* In response to serious breaches of the school’s behaviour policy; and
* If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Governors also believe that a decision to exclude a pupil **permanently** is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the pupil and should normally be used as a last resort.

There will, however, be exceptional circumstances where, in the Headteacher’s judgement, it is appropriate to permanently exclude a child for a first or ‘one off’ offence. These might include:

* Serious actual or threatened violence against another pupil or a member of staff
* Sexual abuse or assault
* Supplying an illegal drug
* Carrying an offensive weapon

Governors note that these instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

Governors further note that in cases where a Headteacher has permanently excluded a pupil for:

* One of the above offences; or
* Persistent and defiant misbehaviour including bullying (which would include racist of homophobic bullying) or repeated possession and/or use of an illegal

drug on school premises the Secretary of State would not normally expect the Governing Body or an Independent Appeal Panel to reinstate the pupil.

Governors also note that, from September 2007, new laws came into effect relating to exclusion:

* Parents will be responsible for their children’s whereabouts during the first five days of fixed period exclusion – it will become an offence for an excluded pupil to be seen in a public place during the normal school day
* Schools will need to arrange full-time education for any further days in longer periods of exclusion

**g) Referral to the Police**

The Governing Body recognises that there will be times when incidents of poor behaviour should be reported to the police. This will be a matter for the Headteacher’s discretion, subject to the following guidelines:

* A ‘999’ call is likely to be made only if a police presence is required to prevent or end an incident which may put members of the school community at risk.
* It will normally be for the parent of an aggrieved pupil to report an allegation to the police.
* The school may have a duty to report to the police any incident in which a pupil is found in possession of a weapon or an illegal substance.