

**Part 1**

<b>Name of policy</b>	<b>P6: Behaviour and discipline policy</b>
<b>Status of policy</b>	This is a statutory policy
<b>Consultation</b>	This policy has been developed following consultation with Students via School Council, Teachers, Senior Leadership Team and Pastoral Governors.
<b>Relationship with other policies</b>	This policy should be read in conjunction with:  <b>P7 Anti Bullying policy</b> <b>P8 Drugs policy</b> <b>P12 Home School Agreement</b> <b>C5 SEN and Disability Policy</b> <b>P2 Equality Policy</b> <b>P4 Safeguarding and Child Protection Policy</b> <b>C2 School Expeditions</b> <b>P13 Attendance policy</b> DFE Behaviour and Discipline in Schools 2014 Regulations for the use of ICT facilities Edgbarrow School's Behaviour Code that is referred to throughout this policy is attached as DFE Guidance Exclusion from maintained schools, academies and pupil referral units in England September, 2012 and includes updated guidance from September 2017. This policy complies with Section 89 of the Education and Inspections Act 2006 Appendix A: Edgbarrow School Behaviour Code Appendix B: Student Behaviour Expectations Appendix C: EDGpoints Appendix D: Positive Learning Routines Appendix E: P6 Student Behaviour and Discipline Policy The Use of Reasonable Force to Control or Restrain Pupils Appendix F: Exclusion Types and Expectations Appendix G: Updated Guidance from September 2017 Summary of Changes Appendix H: Incident Form
<b>Date policy was agreed</b>	<b>3<sup>rd</sup> October 2018</b>
<b>Date policy updated</b>	<b>4<sup>th</sup> March 2019</b>
<b>Date for full implementation</b>	Immediate
<b>Date for review</b>	Annually – October 2019

**Part 2**

**Policy**

1. The purpose of this policy is to promote good behaviour, self discipline and respect among students. The school acknowledges its legal duties under the Equality Act 2010 in respect of safeguarding and in respect of students with special educational needs. The Governing Body believes that the school should expect a high standard of behaviour from all students and therefore has developed a school community where there is a:
  - Safe and caring environment that ensures the happiness and well being of all students and supports their development personally, socially and academically.
  - Positive learning culture based upon mutual respect in which all students are valued equally.
  - Provision of high quality teaching through a broad balanced curriculum that responds to the different learning needs of students and enables them to achieve their full academic potential.
  - Wide range of activities that allows all students to experience success and to explore and develop their talents in lessons and through a wide range of extra curricular opportunities.
  - Provision of opportunities for community involvement and life long learning
  - Development of skills, attitudes and responsibilities for adult life at work, at home and within our society.
2. Edgbarrow School's Behaviour Code (**Appendix A**) are four simple instructions; to be *Ready, Respectful, Safe and Positive*. It links into the Edgbarrow School Student Behaviour Expectations. (**Appendix B**).
3. Edgbarrow School's Behaviour Code should be adhered to in order to develop mutual respect, to teach students to take responsibility for their own actions and if necessary to accept the consequences of their choices
4. Edgbarrow School's Behaviour Code will be reviewed and promoted annually. The standard of behaviour expected at Edgbarrow will be communicated to all students. The power to discipline applies to all paid staff with responsibility for pupils
5. All behaviour creates its own consequence whether positive or negative. The consequences of behaviour will be consistently applied across the school. School staff powers to discipline, include the power to discipline students when they are not at school or in the charge of a member of staff. This could be when a pupil 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 identifiable as a pupil at the school: Or misbehaviour at any time, whether or not the outlined conditions 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. (**Appendix B**)

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6. Staff will use a variety of strategies to encourage positive behaviour. There is an agreed system for positive behaviour (Edgpoints reward system see **Appendix C**). Some students will need extra support to develop positive behaviour and this may involve interventions from internal school support systems or from outside agencies. The school also has positive learning routines which help with the behaviour of students ( see **Appendix D** )
7. The Headteacher will be responsible for ensuring that this policy is implemented. All members of the school community are responsible for supporting the school ethos. All staff are responsible for the promotion of and day to day management of positive behaviour and will consistently follow the procedures. Students' responsibility is to follow Edgbarrow School's Behaviour Code. Parents and carers play a vital role in encouraging good behaviour and hard work in school. It is essential that home and school work together as it will be detrimental to the pupil's progress if they do not. Every effort must be made to solve any difficulties if they should arise, on both parts via for example face to face meetings.
8. School staff have the power to use reasonable force to prevent students from committing an offence injuring themselves or damaging property and to maintain good order and discipline in the classroom. The school does not have a policy of no physical contact (paragraph 19 Guidance use of force 11/07) and sometimes it may be necessary to touch, move, hold or curtail an individual. See **Appendix E** which outlines the use of reasonable force that is acceptable. Any actions taken should always be in the pupil's best interests, reasonable and proportionate. Staff who have had cause to restrain a pupil are required to report the incident to the Headteacher as soon as is practical. Staff will be asked to complete a report of the incident in writing.
9. The general power to discipline enables the member of staff to confiscate, retain or dispose of a student's property as a punishment and protects them from liability for damage to or loss of any confiscated items. The school also has 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 property.
  - Any other item banned by the school.Weapons and knives and extreme or child pornography will always be handed over to the Police. Where resistance is expected school staff may find it more appropriate to call the Police.
10. The school acknowledges that disciplinary action should be taken against students who are found to have made malicious accusations against school staff.

**Exclusion**

11. The governing body believes that the school can use exclusion as part of effective behaviour management. This includes internal, internal fixed term, fixed term and permanent exclusion (**Appendix F**).
12. Only the Headteacher (see footnote<sup>1</sup>) of a school can exclude a pupil and this must be on disciplinary grounds. A student may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year) or permanently.
13. A decision to exclude a student will be taken only:
  - In response to a serious breach or persistent breaches of the school's behaviour policy
  - If allowing the student to remain in school would seriously harm the education or welfare of the pupil or others in the school.
14. In respect of all decisions to exclude, the Headteacher and the Governing Body will take account of the DFE - Exclusion from maintained schools, Academies and pupil referral units in England (September 2012, updated clarification of guidance September 2017(**Appendix G**)).
15. A decision to exclude a student 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 student and should normally be used as a last resort. There will be, however, exceptional circumstances where, in the Headteacher's judgement, it is appropriate to permanently exclude a student for a first or 'one off' offence. Schools cannot extend a Fixed Term Exclusion, or convert it into a Permanent Exclusion. Instead if a longer Fixed Term Exclusion is required a new Fixed Term Exclusion or Permanent Exclusion has to begin immediately after the first one ends.
16. Fixed term exclusions will not be imposed instantly unless there is an immediate threat to the safety of others in the school or the student concerned. Before deciding whether to exclude a student either permanently or for a fixed period the Headteacher will:
  - Ensure appropriate investigations have been carried out ( **Appendix H** )
  - Consider all the evidence available to support the allegations taking into account the school's Student Behaviour policy
  - Allow the student to give her/his version of events
  - Check whether the incident may have been provoked for example by bullying or by racial or sexual harassment

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<sup>1</sup> (In a maintained school head teacher includes an acting head teacher by virtue of section 579(1) of the Education act 1996. An acting head teacher is someone appointed to carry out the functions of the head teacher in the head teachers absence or pending the appointment of the head teacher. This will not necessarily be the deputy head teacher ;it will depend who is appointed to the role of acting head teacher)

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- If necessary consult others, but not anyone who may later have a role in reviewing the Headteacher's decision, for example a member of the Governing Body.
  - A student's disruptive behaviour can be an indication of unmet needs. As a school we will try to identify whether there are any causal factors and intervene early in order to reduce the need for subsequent exclusion. We will also use strategies for reintegrating students that return to school following a fixed period exclusion.
  - All fixed term exclusions will be accompanied by a letter which will include further details and subsequent actions.
  - Keep a written record of the actions taken, including witness statements of the student concerned. All witness statements must be dated and signed where possible
  - In reaching a decision, the Headteacher will always look at each case on its own merits.
17. If the Headteacher is satisfied that on the balance of probabilities the student did what he or she is alleged to have done, exclusion may be the outcome. When establishing the facts in relation to an exclusion the Headteacher must apply the civil standard of proof i.e. "on the balance of probabilities", accepting that something happened if it is more likely that it happened than it did not happen. It is more likely than not that a fact is true, rather than the criminal standard of "beyond reasonable doubt". It may involve a wide range of evidence and may extend to evidence of the student's past behaviour if relevant to the seriousness of the present allegation. Therefore, a tariff system, fixing a standard penalty for a particular action, is both unfair and inappropriate. Reasons for issuing an exclusion may include:
- Verbal abuse
  - Bullying (see anti-bullying policy)
  - Indecent behaviour
  - Damage to property
  - Theft
  - Violence or threatened violence
  - Sexual abuse or assault
  - Arson
  - Carrying an offensive weapon
  - Supply and use of illegal drugs (see drugs policy)
  - Unacceptable behaviour which has previously reported and for which school sanctions and other interventions have not been successful in modifying the student's behaviour.
  - Encouraging or inciting any of the above.
  - Persistent and or extreme rudeness
  - Defiance and refusal to cooperate
  - Alcohol related

18. Edgbarrow School's Drugs policy clearly states that illegal and other unauthorised drugs have no place in school. When making a decision to exclude in relation to a drug related incident the Headteacher will have due regard to the Drugs policy and will consult with the Designated Senior Person.
  
19. The behaviour of students outside school can be considered grounds for exclusion. This will be a matter of judgement for the Head teacher in accordance with the school's behaviour policy. Students' behaviour outside school on school business – for example, on school trips, away school sports fixtures, or work experience placements is subject to the school's Student Behaviour policy. Poor behaviour in these circumstances will be dealt with as if it had taken place in school. For behaviour outside school, but not on school business, the Headteacher may exclude a student if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole. This will be matter of judgement for the Headteacher. Students' behaviour in the immediate vicinity of the school or on a journey to or from school for example can be grounds for exclusion.
  
20. Fixed term or permanent exclusion will not be used for:
  - minor incidents such as failure to do homework
  - poor academic performance
  - lateness or truancy
  - breaches of school uniform rules or rules of appearance (including jewellery and hairstyle), except where these are persistent and in open defiance of such rules.
  - Punishing students for the behaviour of their parents, for example when parents refuse or are unable to attend a meeting.
  - Protecting victims of bullying by sending them home.
  
21. The school will take reasonable steps to set and mark work for students during the first five days of exclusion and alternative provision will be arranged from the sixth day.
  
22. Excluded students should be able, and encouraged, to participate at all stages of the exclusion process taking into account their legal age and understanding.
  
23. All exclusions will be treated in the strictest of confidence.

### **Monitoring and Evaluation**

24. The Headteacher will regularly monitor the consistent application of the procedures detailed in this policy and their impact. This monitoring will take place as part of the normal school self-review procedures. The Governing Body's Pastoral Committee will receive reports on:
  - a. Fixed term and permanent exclusions (every term)
  - b. SIMS analysis of behaviour (every term)
  - c. Reported incidents of bullying (every term)

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The poster features the Edgbarrow School crest on the left, which includes a bird and the motto 'EDGBARROW'. The school's name 'Edgbarrow School' is written in large white letters at the top. Below this, five horizontal bars in different colors (yellow, red, green, blue, and light blue) serve as headers for five sections of behavioral expectations. Each section contains a list of bullet points.

**Edgbarrow School**

**READY**

- . To learn
- . To wear your uniform properly
- . With the correct equipment
- . To complete your homework
- . To be punctual to school and lessons

**RESPECTFUL**

- . Treat everyone and our environment with respect

**SAFE**

- . Look after each other in our community and don't do anything to hurt yourself or others

**POSITIVE**

- . Keep going when things get tough..... persevere. Seek help when you need it

Appendix B:

Edgbarrow School Student Behaviour Expectations		
<p><b>Ready - bring correct equipment to classes</b></p> <p><b>1. Lack of subject specific/SEN equipment</b></p> <p>I. Acknowledge encourage (Subject Teacher)                      II. Acknowledge encourage (Subject Teacher)                      III. Detention (Subject Teacher)</p> <p>I. Detention (Head of Department)                      II. Detention (Head of Department)                      I. Detention (Head of Year)</p> <ul style="list-style-type: none"> <li>• SLT involvement</li> </ul>	<p><b>Ready – be punctual to school and lessons</b></p> <p><b>5a. Lateness to lesson</b></p> <p>I. Acknowledge and remind of consequences (Subject Teacher)                      II. Detention (Subject Teacher)</p> <p>I. Detention (Head of Department)                      II. Detention (Head of Department)</p> <p>I. Detention (Head of Year)</p> <ul style="list-style-type: none"> <li>• SLT involvement</li> </ul> <p><b>5b. Lateness to School</b>                      ⇒ Issue late detention T1</p>	<p><b>Safe – bullying is wrong – be kind</b></p> <p><b>10. Bullying</b></p> <p>a. Check welfare of student.                      b. Report to HOD/HOY/SLT asap.                      c. Record Information about incident and pass to HOD/HOY/SLT</p>
<p><b>Ready &amp; Positive - produce the best quality work you can and persevere, seek help if needed</b></p> <p><b>2. Lack of work/poor quality work in lesson</b></p> <p>I. Acknowledge encourage (Subject Teacher)                      II. Acknowledge encourage (Subject Teacher)                      III. Detention (Subject Teacher)</p> <p>I. Detention (Head of Department)                      II. Detention (Head of Department)</p> <p>I. Detention (Head of Year)</p> <ul style="list-style-type: none"> <li>• SLT involvement</li> </ul>	<p><b>Respectful – do what is asked of you in class without being rude and defiant</b></p> <p><b>6. Rudeness /defiance to staff member</b></p> <p>I. Acknowledge and remind of consequences (Subject Teacher)                      II. Detention (Subject Teacher)</p> <p>I. Detention (Head of Department)                      II. Detention (Head of Department)</p> <p>I. Detention (Head of Year)</p> <ul style="list-style-type: none"> <li>• SLT involvement</li> </ul>	<p><b>Respectful – Inappropriate language is not acceptable</b></p> <p><b>11. Inappropriate language in response to another pupil/teacher</b></p> <p>a. Remove from lesson and report to HOD.                      b. Record Information about incident and pass to HOD/HOY/SLT</p>
<p><b>Respectful – work hard in all classes and support the teacher</b></p> <p><b>3. Low level persistent disruption</b></p> <p>I. Acknowledge encourage (Subject Teacher)                      II. Acknowledge encourage (Subject Teacher)                      III. Detention (Subject Teacher)</p> <p>I. Detention (Head of Department)                      II. Detention (Head of Department)</p> <p>I. Detention (Head of Year)</p> <ul style="list-style-type: none"> <li>• SLT involvement</li> </ul>	<p><b>Respectful &amp; Safe – use ICT appropriately</b></p> <p><b>7. Misuse of ICT</b></p> <p>I. Acknowledge and remind of consequences (Subject Teacher)                      II. Detention (Subject Teacher)</p> <p>I. Detention (Head of Department)                      II. Detention (Head of Department)</p> <p>I. Detention (Head of Year)</p> <ul style="list-style-type: none"> <li>• SLT involvement</li> </ul>	<p><b>Respectful &amp; Ready – follow instructions and do what is asked of you in class</b></p> <p><b>12. Extreme rudeness / defiance / refusal to follow instructions.</b></p> <p>a. Remove from lesson and report to HOD/HOY/SLT                      b. Record Information about incident and pass to HOD/HOY/SLT</p>
<p><b>Ready - complete all homework to the best of your ability</b></p> <p><b>4. Lack of homework</b></p> <p>I. Acknowledge encourage (Subject Teacher)                      II. Acknowledge encourage (Subject Teacher)                      III. Detention (Subject Teacher)</p> <p>I. Detention (Head of Department)                      II. Detention (Head of Department)</p> <p>I. Detention (Head of Year)</p> <ul style="list-style-type: none"> <li>• SLT involvement</li> </ul>	<p><b>Respectful &amp; Safe – use mobile phones/devices appropriately</b></p> <p><b>8. Misuse of mobile phone/device in class</b>                      ⇒ Remove mobile phone/device from student and take to reception. Inform HOY immediately if serious breach of school policy.</p> <p><b>Ready - wear your uniform properly</b></p> <p><b>9. Poor uniform</b>                      ⇒ Issue uniform detention T1</p>	<p><b>Safe – keep yourself and others safe, never hurt anyone or bring anything into school that could hurt someone</b></p> <p><b>13. Violence</b></p> <p>a. Verbal instruction to stop and separate (if appropriate)                      b. Check welfare of student                      c. Remove from class and keep out of lessons                      d. Report to HOD – Alert HOY/SLT immediately by telephone.                      e. Record Information about incident and pass to HOD/HOY/SLT</p>
	<p><b>PLEASE RECORD <u>ALL</u> INCIDENTS ON SIMS</b></p>	<p><b>Respectful - treat everyone with respect, be inclusive</b></p> <p><b>14. Disrespecting others for race, religion, sexuality or disability</b></p> <p>a. Check welfare of student                      b. Report to HOD/HOY/SLT                      c. Record Information about incident and pass to HOD/HOY/SLT</p>
		<p><b>Respectful - treat everyone and our environment with respect</b></p> <p><b>15. Poor behaviour at break and lunchtime</b></p> <p>a. Check welfare of student                      b. Report to HOD/HOY/SLT immediately                      c. Record Information about incident and pass to HOD/HOY/SLT</p>

*Appendix C:*



The poster features the school crest on the left, which includes a black bird on a branch and a shield with a triangle and a cross. The background is dark blue with white stars. The title 'Edgbarrow School Rewards' is in white, with 'Edgpoints' and 'Make Prizes' below it. The poster is divided into four horizontal sections: 'READY' (yellow), 'RESPECTFUL' (red), 'SAFE' (green), and 'POSITIVE' (blue). Each section contains a list of expectations and an icon representing a prize.

## Edgbarrow School Rewards

Edgpoints  
Make Prizes

### READY

- To learn:
  - contribute positively to lessons
  - consistent good classwork
  - supportive of the teacher in lessons
  - supportive of other students
  - finish all tasks set
  - positive grade reports
  - sustained effort
  - contribute to class discussion
  - outstanding piece of work
- Wear your uniform correctly
- Bring the correct equipment to school
- Complete all homework set



### RESPECTFUL

- Treat the environment and others with respect:
  - put all litter in bins
  - be a good friend
  - be a supportive member of the tutor group
  - listen and help



### SAFE

- Look after others and be supportive in lessons and around school
- Never do anything to hurt others or yourself



### POSITIVE

- Keep going when things get tough in all areas of school life
- Take part in the opportunities offered
- Support the School at an event



**Appendix D:**

**POSITIVE LEARNING ROUTINES**

Introduced September 2018 to all KS3 and KS4 tutor times and lessons.

This strategy was added to the behaviour policy to help address low level behaviour issues and to maximise the learning time in lessons. It sits alongside the schools behaviour expectations of the students:

Ready, Respectful, Safe, Positive

**READY**

- . To learn
- . To wear your uniform properly
- . With the correct equipment
- . To complete your homework
- . To be punctual to school and lessons

**Positive Learning Routine for Registration – Expectations of students**

Line up outside for Registration

Registration starts at **8.50 am**

Stand behind chairs in silence until asked to sit by tutor

Check your uniform is correct, coats removed, bags on floor

Remain silent for the Register

Ensure that you have all your equipment for the day

At the end of Registration wait for your tutor to dismiss you.

**Positive Learning Routine for Lessons – Expectations of students**

Students line up outside (where possible)

Wait for your teacher to ask you to sit down in your assigned seat

Coats removed, uniform correct, bags on floor, equipment out

Start promptly the **Silent** activity you teacher gives you

Remain silent for the register

At the end of the lesson wait for your teacher to dismiss you.

**Equipment list**

Pens                      Pencils

Rubber                    Ruler

Glue stick                Scissors

Reading book            Calculator

Homework                Diary

**Appendix E**

**P6 STUDENT BEHAVIOUR AND DISCIPLINE POLICY  
THE USE OF REASONABLE FORCE TO CONTROL OR RESTRAIN PUPILS**

There is no legal definition of the term “reasonable force”. In line with the Government’s non-statutory guidance to schools, “reasonable force” covers the broad range of actions that involve a degree of physical contact with a pupil or pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm to breaking up a fight or restraining to prevent violence or injury. “Reasonable in the circumstances” means using no more force than is needed. Force may be used to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil’s path, or active physical contact such as leading a pupil by the arm out of the classroom.

As a general rule the force used in ANY situation should be the MINIMUM necessary to achieve the desired objective. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. Staff should always weigh carefully the possible consequences of intervening physically, balancing the risk of escalating the situation against the potential threat to the safety of other pupils/staff and the risk of allegations of assault being made against staff.

Staff may use such force as is reasonable in order to prevent a pupil from, or continuing, any of the following or similar incidents:

- Disrupting the classroom where they have refused to follow an instruction to do so
- Behaving in a way that disrupts a school event, activity, trip or visit
- Leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Attacking a member of staff or another pupil, or to stop a fight
- Harming themselves through physical outbursts
- Committing a criminal offence
- Injuring themselves or others
- Causing very serious damage to property (including their own)
- Engaging in behaviour prejudicial to maintaining good order and discipline

The use of force as a punishment is not allowed as it is always unlawful to use force as a punishment.

Staff must always take a calm, measured approach to any situation and never give the impression they have lost their temper and are acting out of anger, frustration or a desire to punish.

**Types of Physical Contact**

Under normal circumstances the following forms of contact are most likely to be used:

- stepping between two pupils
- touching, holding or leading a pupil by the arm or the middle of the back

Staff should always avoid touching or holding a pupil in a manner which may be considered inappropriate or which entails physical contact with vulnerable parts of the body such as the neck, head, hair or ears.

**Avoidance Strategies**

Where there is an immediate risk of injury or very serious damage to property staff may have to intervene straight away. However, when there is not such urgency strenuous attempts to defuse the situation prior to the use of physical intervention must be made. These include:

- Advise the pupil to stop and warn of the consequences of failing to comply
- Assess whether, and if so when, physical intervention is appropriate
- Use reasonable force only when other methods have failed

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- Ensure the pupil is aware that the physical contact or restraint will stop when they comply with the instructions given

Where it is feasible to do so, staff should summon adult assistance before having recourse to the use of reasonable force. There may also be situations in which intervention should not take place without the assistance being available. In such situations other pupils potentially at risk should be removed if possible and help from colleagues should be summoned. In some situations it may be appropriate to summon the police. Attempts should be made orally to defuse the situation or stop it escalating, whilst waiting for assistance to arrive.

**Reporting Incidents**

Staff who have had cause to restrain a pupil are required to report the incident as soon as is practical to the Headteacher. Staff will be asked to complete a report of the incident in writing. Senior Leadership Team will arrange to notify the parents/carers of the child who has been restrained as soon as is practical after the incident.