

The King's School Behaviour, Discipline and Exclusion Policy

Reviewed Sep 2017, next review due Sep 2020

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Introduction and Aims

'Train up a child in the way he should go and when he is old he will not turn from it.'
(Proverbs 22:6)

'No discipline seems pleasant at the time, but painful. Later on, however, it produces a harvest of righteousness and peace for those who have been trained by it.' (Hebrews 12:11)

Discipline at The King's School is approached in a pro-active way rather than a reactive way wherever possible. We see discipline as a broad character training of the whole child (delegated to us from the Parents, and by law) and involving a strong and positive relationship with the teachers and tutors. The principles by which we operate are biblical ones. We see good discipline as vital to the future wellbeing of the child. Skill and sensitivity are needed in deciding when to hold to a hard and fast principle and when to exercise grace.

We aim to **affirm and encourage each child as an individual**, teaching them to respect and love each other as God's unique creations. There is, therefore, verbal approval and reward in other ways to reinforce behaviour which is good and positive. We use tokens (p15) in the Primary school and commendations in the Secondary as tangible means of encouraging the right behaviour. These are printed slips of paper rewarding character or work. We emphasise such qualities as love, tolerance, integrity, truthfulness, self-control, etc.

The model for our character and moral training is the character, example and teachings of Jesus Christ as revealed in the Bible, e.g. the Beatitudes (*Gospel of St Matthew, Chapter 5*), the Gospels and Epistles in the New Testament, and of course the underlying principles of the Ten Commandments in the Old Testament. There are clear boundaries of acceptable behaviour within the school; these are firmly and lovingly reinforced.

Negative or unkind behaviour is discouraged, and the children are trained to overcome bad habits by verbal encouragement and exhortation. Sanctions act as reminders to the student of the area we are working on. Parents are informed as relationally as possible and so they are able to work with us. If this is not effective, and there is repetitive disobedience, then parents are informed and involved in the detention process.

In extreme cases of disobedience, or other moral violation such as bullying or stealing, the School and parents co-operate together through the Head Teacher or Principal in providing the necessary

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discipline. Corporal punishment is not legal or acceptable, and any 'smacking' by any adult which causes a bruise is unlawful and will be reported as a safeguarding issue if discovered. Corporal punishment must also never be threatened in school.

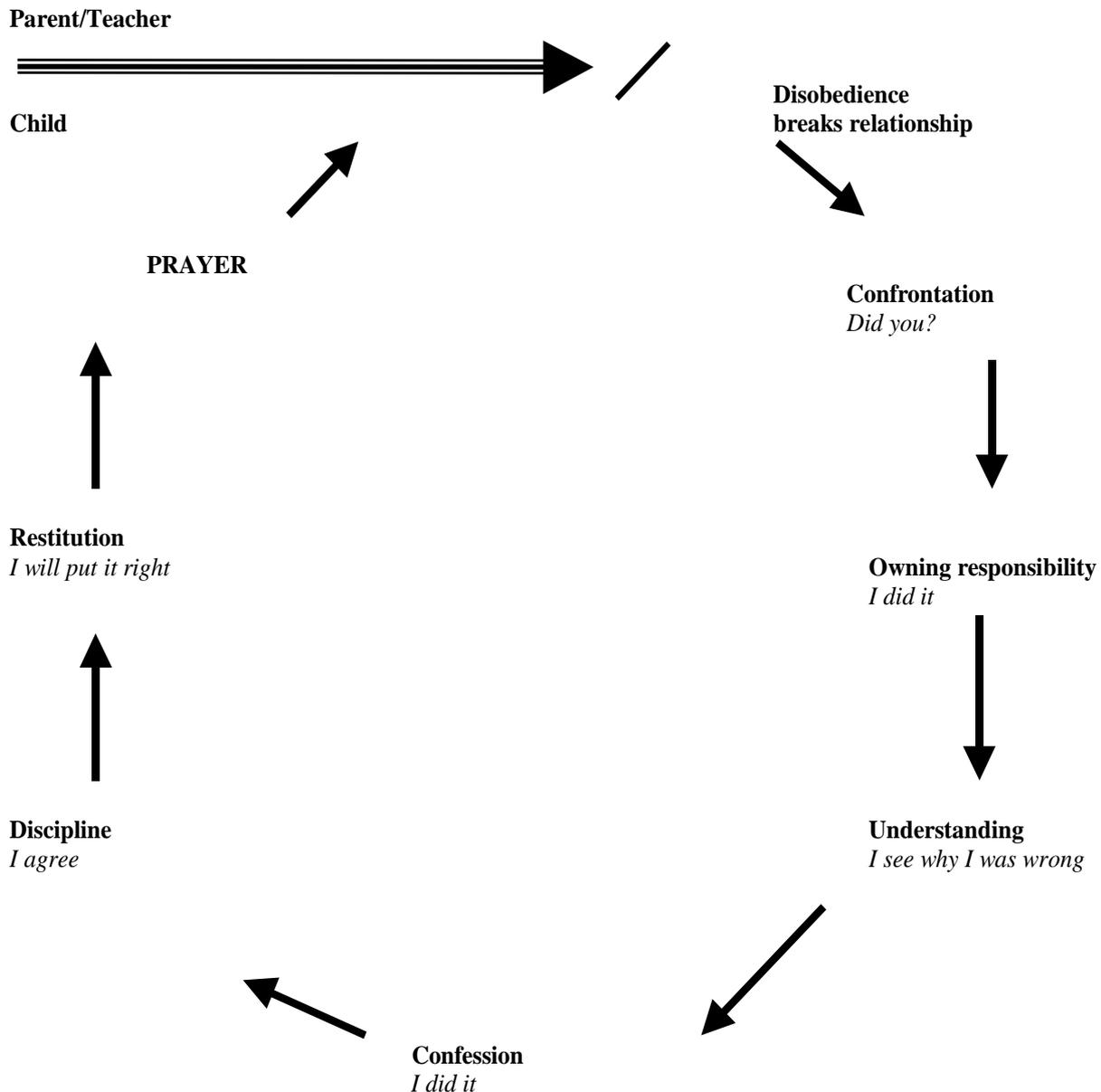
The School reserves the right to exclude a disruptive pupil or one who persists in disobedience or anti-social behaviour. In extreme cases a permanent exclusion may be necessary, after consultation with the Governing Body as specified below. We also reserve the right to use reasonable force where necessary (See Use of reasonable force policy – Appendix 4).

Where discipline needs to be applied following a misdemeanour, we seek wherever possible to bring the pupils to repentance, to extend forgiveness and bring about reconciliation. We may often follow the pattern outlined below in this Discipline Cycle, to restore whatever relationship has been broken through the behaviour.

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BIBLICAL DISCIPLINE



Anti-Bullying Policy- Fostering Healthy Relationships

The school seeks to promote an environment in which all students feel valued and accepted as unique individuals, in the family of the School Community.

Intrinsic to our values is a belief that every individual is unique and of inherent value, made in the image of God. Our behaviour towards one another should reflect these values.

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The school recognises that conflicts in relationships can arise; for the most part such conflicts can be dealt with easily and redemptively by staff.

The school therefore sets out to promote acceptance of one another through:

- Everyday relational and devotional life of the school, where staff look to be proactive in fostering acceptance.
- The PSHE programme, and through teaching in assemblies and RE lessons.
- Discouraging exclusivity and pairing-off/dating in school time, and encouraging inclusivity in friendships-this includes encouragement to avoid having exclusive 'best friends' only
- Following a proactive programme when a new student joins a year group.
- Promoting a climate in which bullying or the deliberate exclusion of others are held to be unacceptable practices.
- Taking seriously our duties under the Equality Act 2010, to make reasonable adjustments to support SEN or disabled pupils, so they are especially protected from bullying
- Teaching pupils that if they find themselves witnessing bullying they should report this, and they should not 'walk by on the other side'. This is not 'tale-telling' or 'grassing', but supporting the ethos of care.

There is an expectation that all staff will operate proactively in order to cultivate a climate of acceptance, and thereby minimise occurrences of ostracising or bullying.

Bullying is when a person uses strength or power to hurt or coerce others by intimidation (this may be physical, emotional or verbal intimidation). The DCSF document 'Safe to Learn' states 'Bullying may be defined as "Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally"'.

Where a pupil experiences distress as a result of the treatment of others (including instances of bullying), the school treats such cases with due seriousness.

In the case of bullying arising,

- All pupils are made aware of the routes whereby their distress can be communicated.
- Procedures, as set out in accompanying pages, are to be followed to seek to bring redemption to the situation.

The underlying ethos of The King's School seeks to be consistent with the teaching of scripture

The School community therefore, ought to be a place in which:

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- every child is unique with individual gifts and needs
- a relational atmosphere of love, acceptance and forgiveness is fostered alongside firm guidelines or boundaries
- every pupil has an accessible connection to a tutor, assistant tutor or classteacher to raise and handle any concerns

These values will require consistent attention and proactive action on the part of staff. Selfishness is bound up in all of us, including our pupils. That attitude will need challenging regularly in order to promote acceptance and security for every child.

There are two areas where, historically, these values have been undermined.

- i. The arrival of a new student into the group, where Promoting Acceptance is needed
- ii. Individuals, who are struggling to belong (for a variety of reasons), finding their struggles reinforced by their peer group. The experiences of children in this situation can amount to being bullied.

i.

Promoting Acceptance

Promoting the acceptance of one another is an ongoing part of our role as teachers in The King's School. Refereeing in disputes between pupils, bringing peace and restoration of relationships is often a daily occurrence. In bringing peace we will be encouraging pupils to forgive one another, respect one another and learn to accept one another. Underlying this is a desire to see the child develop covenantal love (agape) for one another.

Part of our training of the students will therefore call them to ask what would Jesus do in a situation, what does he ask of us in the situation - provoking a faith response in their hearts.

The challenge of accepting one another is raised every time a new student joins the group. Historically our girls have struggled more to embrace the new stranger in their midst.

The following steps should be considered whenever a new student joins the group. Discussion needs to be appropriate to the age and maturity of the group.

Before the Student Joins:

- i. Inform the group it is happening
- ii. Ask two or three pupils to take particular responsibility for caring for the new pupil over the first few weeks.
- iii. Ask the group to individually consider how they feel (threat to friendships, spoils the group dynamic, take away my best friend, be more clever than us etc).
"How should they deal with their fears and insecurities?"
"Can they pray about them?"
- iv. Reinforce your own expectations and call the group to respond in faith.

Once the Student has started

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- i. Review individually with student how he/she is progressing. Establish your desire to be kept informed of any difficulty - communicate availability; do not communicate fear that you expect things to go wrong.
- ii. Try to find out from trusted pupils how things are progressing.
- iii. Meet with groups of students, including new student, either to help foster the acceptance (getting to know you sessions), or as means of having 'no blame' discussions where any 'misunderstandings', can be shared and talked out without looking to apportion blame.

When the student expresses concern about 'fitting in'

- i. Show that you are taking the pupils' concerns seriously, while at the same time look to treat matters in as low key a way as possible. (Quiet chat - positive suggestions etc).

Bullying

a. What Constitutes Bullying?

- The wilful conscious desire to hurt, threaten or frighten someone else. (Bullying therefore involves exercise of power and/or control over the victim)
- Bullying is as often verbal or psychological as it is physical; verbal unpleasantness should never be passed off as 'banter'
- Bullying is any behaviour which is the illegitimate use of power in order to hurt others.
- Bullying is often the result of prejudice against a particular group, such as those highlighted under the Equalities act, and under British Values legislation
- While the issue of intent is linked to the definition of bullying, an individual who feels bullied may be the victim of continual actions of others which could be seen as inconsiderate rather than deliberate.

Any such behaviour during the school day or through media outside of school time operates contrary to the values of the school. As such it cannot be tolerated. The School's stance is to be clearly promoted to parents and pupils alike, communicating that we wish to tackle any occurrence redemptively, not only punitively. There are many kind of bullying including cyberbullying (see E-safety policy), homophobic, sexual, prejudicial, racial and many other- all must be prevented.

b. Preventing Bullying

Bullying may be prevented from arising through fostering a proper attitude of mutual acceptance. Promoting mutual respect and acceptance through:

- the way we promote and model relationships during everyday life at school.
- the use of different seating arrangements in different subjects, remaining sensitive to the needs of particular subjects.

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- specific teaching on relevant areas (e-safety, friendship, acceptance, 'one another' commands of Scripture) through PSHE and RS.
- team game activities (e.g. PE)
- Providing opportunities to foster relationships, and to minimise opportunities for bullying.
e.g. Activities at break times where pupils can be constructively occupied; designated areas where pupils can gather safely under some level of adult supervision.; supervised lunchtime sessions where pupils learn to communicate openly and honestly with one another. (Tutor having lunch with groups of pupils)

Extra curricula activities (Y10/11 - Residential Weekends, Y9-Y11 Overseas Trips etc). Activities need to be chosen so that they offer consistent, appropriate challenges throughout school.

Identify potential problems by:

- Getting pupils to write from time to time about the school, how they feel about bullying and where bullying might occur.
- Identify areas in school premises where bullying could more readily occur, (such action to be carried out every three years). Arrange for such areas to be supervised more regularly.

Promote a climate where speaking ill of each other is discouraged.

- Deal firmly and swiftly where you overhear pupils speaking ill of each other.
- Use such occasions to reinforce publicly our positive values.
- Ensure pupils understand that school does not accept bullying. Promote a climate of safe reporting.
- Establish safe channels of communication - e.g. through trusted friend, parent, senior student, or direct to teacher.
- Develop good parent-teacher communications. In particular, provide information of policy to parents, ensuring all new parents and pupils understand school's policy on bullying.
- Provide training for staff, whereby they are better equipped to ask the 'right questions'.

Dealing with Clear Instances of Bullying

- a. ***If you come across bullying what can you do?***

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First steps: do-

- remain calm; you are in charge. Reacting emotionally may add to the bully's fun and give the bully control of the situation
- take the incident or report seriously
- take action as quickly as possible.
- think hard about whether your action needs to be private or public; who are the pupils involved?
- reassure the victim(s), don't make them feel inadequate or foolish
- get written statements from pupils or staff
- offer concrete help, advice and support to the victim(s)
- make it plain to the bully that you disapprove
- encourage the bully to see the victim's point of view
- agree strategies for punishment and correction with the Head of school
- explain clearly the punishment and why it is being given.
- Consider carefully at an early stage the verbal and written communications with parents concerned

b. *Involving Others: do -*

- Inform school management and/or other appropriate persons.
- Inform colleagues if the incident arose out of a situation where everyone should be vigilant, e.g. unsupervised toilets.
- Inform/ask your Headteacher to inform both sets of parents calmly, clearly and concisely; reassure both sets of parents that the incident will not linger on or be held against anyone.

First Steps: do -

- make sure the incident doesn't live on through reminders from you
- try to think ahead to prevent a recurrence of the incident, if you uncover the trigger factor.

If you have to deal with bullying, what should you avoid?

Don't -

- Pass of unpleasant conversation or actions which has hurt another pupil as just being 'banter'
- Keep the whole incident a secret because you have dealt with it
- try to hide the incident from the parents of the victim or of the bully
- call in the parents without having a constructive plan to offer either side.

At an appropriate point, before the pupils go home, all parents concerned in the incident are verbally informed of the situation, the action taken by the school, and the expectations that have been set in place for the future.

Where The Nature of Bullying is Less Clear

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When a pupil shows sign of being a victim of bullying, but there is no clear evidence of bullying taking place, the following procedure is recommended. It can be referred to as 'no blame' approach.

- The 'victim' needs to be made to feel that the complaints/concerns are being heard. Establish clearly how the pupil is feeling and why. Get him/her permission to share these "feelings" with others in the group. Get the pupil to understand that we are not seeing to blame anyone, but we are looking for everyone, including the 'victim', to take responsibility for their own future actions.

Talk to other members of the group either individually or corporately about how the 'victim' is feeling.

- 'Were they aware of this?'
- 'Why does he/she feel like this?'
- 'What can be done to help him/her?'

Make them aware of the power of their words, - explain the 'hearing' process whereby what we say gets filtered by the hearers' feelings and emotions - often to mean something we never intended to say.

- 'Are there things they have said that could have been misinterpreted?'
- 'How can they communicate differently?'

Avoid use of terms bullied, victim, bully etc., in these discussions

Ideally, work towards getting the 'victim' to agree to sit with the 'bullies', so that open sharing of one another's feelings can be expressed, forgiveness spoken out, and new intentions verbalised - in front of a third-party witness (e.g. form tutor), unless this is

An alternative to 'no blame' approach when working with a year group, the 'victim' may prefer to be helped by being supported by older students (members of Y11) and also by trusted members of their own year group, where possible. It may be possible for the older students to achieve the same end result, as a staff member, through a more informal approach, speaking on behalf of the 'victim'.

At an appropriate point, before the pupils go home, all parents concerned in the incident are verbally informed of the situation, the action taken by the school, and the expectations that have been set in place for the future.

Escalating Issues to Senior Staff Members and Other Agencies

Where there is no significant progress in a behaviour or potential bullying issue between pupils, where it is being dealt with by the tutor or class teacher responsible:

- After 2 weeks from the initial interventions with parents, involvement of **Head of school** in communications with both sets of parents as necessary
- Should no further significant progress be made, 2 weeks after these interventions, involvement of **Principal** and further actions decided

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- Should no further progress be made, 2 weeks after these interventions, **governors** will be informed and decisions on further actions taken.

Should a safeguarding issue arise due to peer-on-peer abuse, safeguarding and child protection procedures may need to be enacted in accordance with the safeguarding policy.

Further helpful guidance for staff can be found in 'Preventing and Tackling Bullying: Advice for school leaders and governors' and the associated links.

Appendix 1. SECONDARY SCHOOL

Discipline Practice in Secondary

We see good discipline as vital to the future wellbeing of the child. Skill and sensitivity are needed in deciding when to hold to a hard and fast principle and when to exercise grace.

Commendations

We aim to affirm and encourage each child as an individual, teaching them to respect and love each other as God's unique creations. Therefore, our goal is to set a tone of encouragement in the Secondary School, and to do all we can to reward praiseworthy behaviour, attitudes and work. As well as verbal encouragement, pupils are issued with green tokens. These are recorded by the relevant tutor.

Sanctions, detentions and exclusions.

Our penalties for behaviour or attitudes which need correcting are designed to bring about long term change in the pupil. The close involvement of the tutor is vital, in liaising with other teachers and in communicating clearly with the pupil.

A. Offences leading to sanctions, detentions and exclusions

Sanctions

Homeworks not done or done poorly

Persistently incorrect uniform

Lateness

Low level impoliteness

Low level misbehaviour in lessons or break times

Three Sanctions in a day or five in a week result in a **home detention**

Detentions

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Teachers will need to exercise their discretion and make a judgment about whether to impose a home or lunchtime detention:

Home detention

More serious/persistent impoliteness

More serious/persistent misbehaviour in lessons or lunch hour

Three sanctions in a day

Lunchtime detention

Persistent homework violation

Persistent unsatisfactory classwork

Poorly done unsupervised work

Persistent disobedience, or more serious misdemeanor

Consecutive lunchtime detentions (three to five)

If one off lunchtime detentions are having little effect, consecutive detentions may be imposed.

Homework report

For persistent homework violations, the tutor may decide to put the pupil on a homework report.

Conduct report

For persistent behavioural issues, the tutor may decide to put the pupil on a conduct report.

Exclusions (Internal or external)

Persistent non-compliant behaviour

A one off very serious misdemeanor

A permanent exclusion will operate after a 'three strikes and out' procedure. The first one of these will be issued with the parents' involvement indicating the scenario by which a further exclusion will act as a final warning.

B. Procedure for administering such a policy.

Sanctions

These will be issued by the teacher and placed in the appropriate tutor box in the staffroom.

The tutor will record the sanction, and issue it to the pupil concerned with any appropriate comment.

Home Detention

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These will be issued by the teacher or tutor, and an appropriate task set

The pupil must complete the detention at home by the following day, and ask his/her parent to sign it on satisfactory completion, and hand in to the tutor

Lunchtime Detention

The pupil will serve a lunchtime detention for ½ hour. Detentions will be set by the member of staff involved in his/her misdemeanour. It may involve completing the missed homework, an additional related task, or, for behavioural issues, handwriting practice, or a biblically based exercise relating to particular character issues. Detentions will be supervised by the member of staff who set the detention or delegated to a full time member of staff, in a free room. Sufficient time must be left for the pupil to eat lunch.

If a pupil has been given a lunchtime detention, this needs to be communicated to the tutor

Homework and conduct reports

Homework and conduct reports are administered by the tutor and signed by all teachers. The pupil stays on the report for as long as the tutor deems necessary.

Conversation between Tutor and/or Principal, Head and Parent

If detentions are not resulting in the desired change of behaviour or attitude, a conversation will be arranged between the tutor, Principal or Head and the parent to discuss the underlying causes of the behaviour and to decide on an agreed course of action. This may involve exclusion (internal or external) from the normal school programme.

Step-by-Step Strategy For Teachers

The four level system

Level 0 : A gentle positive comment, where a 'reminder' is necessary, or asking if they need 'help' as they seem to be struggling to comply with an expected behaviour.

Level 1 : A verbal warning

This should be a clear unambiguous communication, stating:

- the name of the pupil,
- the behaviour which needs to be addressed
- AND a restatement of the expected behaviour

Normally this should be done one-to-one, but if it is during a whole class session it may be appropriate to address in front others depending on the student/s and the circumstances. Care should be taken not to embarrassed or to escalate a situation (eg teenage girls). This is recorded on the board.

Level 2: A sanction

This is given when the verbal warning has not succeeded. It is given with a greater firmness of speech (without shouting) which references the behaviour and the choice to carry out the behaviour being unacceptable. Take care to communicate that it is the choice that is unacceptable not the student. This should be informed quickly to the tutor or assistant tutor, and recorded on schoolbase. Generally, the issuing teacher should always have a follow up conversation with the student at the end of the lesson.

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The tutor should always have a follow up conversation with the student, agreeing the apology strategy where necessary and whether communication with the parent is necessary.

Level 3: Movement of Seating or Double Sanction

If the behaviour does not change, movement of seat during a lesson may be necessary after a sanction to indicate a further level of seriousness, and as a stage before a detention. Communication with their parents will be necessary, by the tutor and/or the teacher.

Level 4: Removal from class

It is possible to bypass level 3 and go to level 4. A disruptive student may need to be removed from the classroom. They should be instructed to report to Mr Blakey and sit in the corridor outside Mr Blakey's office with appropriate work.

A home detention is the consequence for level 4.

Exclusions Policy (one day or more)

Work will be set to be completed under supervision.

For external exclusions of three days or more, the Head will have consulted with the Chairman of Governors

Following exclusion, a contract between the pupil, parents and the school may be agreed upon.

Exclusions

The overall discipline policy of the School is intended to be redemptive; the intention being to restore relationships, be that between pupil and staff or pupil with pupil.

There are occasions when a firmer sanction is needed. These occasions will normally fall within one of the following categories:

- Moral violation
- Persistent disobedience
- Serious misconduct

On such occasions a pupil may be excluded for a period of time. The decision to recommend exclusion is taken by the Principal in consultation with at least one other member of the Senior Management Team. For periods of up to three days, exclusion may be authorised by the Principal or Head Teacher. Periods in excess of three days will require the authorisation of the Chair of the School Governors. Normally, a three day exclusion will form part of the final warning.

Any exclusion is recorded in the Incidents Book

In all cases of exclusion, the Chair of Governors is to be informed. The parents are to be informed in writing, setting out reasons for the exclusion. Whilst recognising this to be difficult, it is hoped that parents will support the school fully during this period.

Permanent Exclusion

The following procedure is followed if a pupil is to be permanently excluded:

- The child is initially suspended from school having transgressed the final warning

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- The reason for permanent exclusion is communicated to the parents.
- A period of ten days is then offered to investigate if there is an alternative to permanent exclusion. During this time parents are to have ready access to the Principal and Chair of the School Governors. (The parents may wish to make a formal appeal).
- If no alternative can be agreed upon after ten days, then the permanent exclusion will be implemented.

Appealing against an exclusion

Any appeal against a pupil's exclusion should be sent to the Chair of Governors in writing. The appeal process will mirror the formal complaints process.

Appendix 2: Primary

Virtues

'Biblical Wisdom in Sacrificial Love with Spirit-led Faith' sees us working in partnership with parents in how we influence and direct behaviour in the Primary School. Christian character is demonstrated by Christ and described in scripture, and these inform how we manage behaviour in the school. As adults involved in the lives of the children we seek to conduct ourselves following Christ's example in accepting children with the openness of heart he shows. We are guided too by the importance of training and discipline without causing children to stumble in their faith, and without exasperating them by impossible demands.

There are resources available with very practical advice, and staff and volunteers have a collected experience that can be usefully shared. Such resources and experience will be used but are viewed through the lens of scripture so that what is not in agreement with the school virtues is filtered out.

We aim to set the sort of atmosphere within the school that helps children develop:

- an understanding of sin/selfishness and that each of us needs a saviour to help us
- respect for people and property,
- careful listening skills followed by the appropriate response to what is heard,
- fairness in how each treats the other,
- mutual encouragement to identify and celebrate achievement,
- safety in how we move around the building and on the playground, and
- correction that recognises what was wrong but with the hope forgiveness brings,
- all because God is the one on whom we depend and whom we seek to please.

Elements of this can be taught; parts should be modelled and then expected: all of it is part of the Christian Character each of us can expect to be developing.

We also aim that children embrace wisdom and self-control for themselves, contributing to the calmness of a learning community where God is honoured by how we live. In this way they will know the pleasure of achievement within the community represented by the school as we seek to please God. They will also have this as an investment for the future.

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Practice

The encouraging atmosphere and environment

Adults involved in children's lives within school can encourage by speaking calmly rather than shouting, and by not humiliating children in what they say and how they speak. They are expected to take responsibility for the behaviour of children in their sight and hearing, asking for a member of staff to intervene on their behalf if necessary.

We aim to be clear in our instructions, adjusting how and what we say and expect for age and for those that may require more processing time, or where their response will be affected by Special Need, disability or pastoral issue.

Whether in class or individually we seek to **state things positively**. For example, rather than saying "Don't shout out" we would aim to say "If you put your hand up I will ask you". We look for and reinforce the positive aspects we find with praise, particularly if a child exhibits much negative behaviour.

Assemblies and whole school events require children to line up quietly before entry, and for them to sit quietly ready to participate appropriately so that speakers and visitors are respected and can contribute without interruption. Primary Assembly atmosphere is set by the use of strategies such as children coming to quiet music, when they can sing without being led and include the use of puzzles or a noisometer.

Displays, property and appearance are all linked to behaviour. Care is taken to show work well, relevant explanations for choices about what ends up on walls being made to children. Uniform is defined and there is an expectation for appearance to match what is expected whether in the class or in Sports. Care and responsibility for property and tidiness are taught, opportunities given to develop these.

Many parents help with **playtime** and lunch duties. Children are expected to be outside at these times, and must ask for permission to leave the playground for any reason, and are expected to respect the fences, gates and boundaries set as limits to where they can go. Similarly they are expected to respect property they play on or with, a rota existing for The Ark. Indoor play in the Hall or a classroom will have an adult in attendance.

Physical punishment is not acceptable, privileges being clearly explained and reasons for their removal being equally made clear.

We reserve the right to use reasonable force where necessary (See 'Use of reasonable force' policy)

The language of encouragement

Guiding principles for pupils are usefully summed up by the following, the reasons being communicated through the curriculum, assemblies and PSHE:

- Do be gentle..... Do not hurt others
- Do be kind and helpful..... Do not hurt others' feelings
- Do work hard..... Don't waste your or other peoples' time
- Do look after property..... Do not waste or damage things
- Do listen to people..... Do not interrupt

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Do be honest..... Don't cover up the truth

Golden Rules to be taught through Primary Assemblies

[Ephesians 4:2](#)

Be completely humble and **gentle**; be patient, bearing with one another in love.

[Ephesians 4:32](#)

Be **kind** and compassionate to one another, forgiving each other, just as in Christ God forgave you.

[James 1:19](#)

Everyone should be quick to **listen**, slow to speak and slow to become angry,

[Ephesians 4:25](#)

We are part of the same body... tell each other **the truth**.

[Colossians 3:23](#)

Whatever you do, **work** at it with all your heart, as **working** for the Lord, not for human masters,

[Genesis 2:15](#)

The Lord means us to work with what's around us and to **take care of** it, just as he did with Adam and Eve in the Garden of Eden.

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Encouragement and Aspirations

Smiley face board: used in infants;

Tokens, which represent these encouragements, are awarded and added to a container during the week. These are totalled at intervals in a school-wide point system: these tokens celebrate behaviour, sport and academic encouragements;

Learning Slips are issued to correct inappropriate behaviour with written explanations on the slip or by e-mail for parents to read, or ensuring verbal communication to both the child and the parents on the day;

Three Learning Slips in a day to trigger a detention, the location, timing and content of which is negotiated with parents;

A weekly **celebration** per class of the encouragements for that week is held. This can include a range of methods which include awarding Star Badges and Green badges with a suitable reward, an ice cream for example;

Assembly, Circle Time and other moments to teach, discuss how behaviour can affect others;

'**Ambassadors**' selected from Year 6 leading by their example in character and behaviour

Age-appropriate strategies are adopted to encourage behaviour that builds the school community. These have included: negotiating class contracts in Year 6, jobs performed by class members on a rolling basis, seating plans, lining up in silence; Y6 are working towards secondary expectations.

Reviewing our procedures: we do this to match the variations that arise from year to year, adapting the methods to match the existing character and responsiveness in a class. This includes inviting discussion and feedback to improve how we manage behaviour and to encourage accountability

Immediacy of forgiveness and consequence

We seek to deal with positive and negative situations on the day, responding immediately so that the link between behaviour and consequence is identified.

Honesty encourages children to own the behaviour identified and so articulate what needs forgiving. Confession as a step to resolution and forgiveness is a key. They can then ask or give forgiveness, and also learn to accept consequences that might still remain.

Appropriate interviews with children

Talking with children where privacy from the class is required raise specific safeguarding issues. This necessitates good practice where the child both feels and is safe even when being disciplined.

Practice should include:

- An open door or a corner in a busy room if a quiet word is all that is needed;
- Accountability to others for what is said, recording what has been done, and feeding back to parents. This is essential for serious issues; the lesser, everyday issues being open to parents' questions;
- If a closed door is required, never speak alone with a child. Always seek the advice of a line manager.

Exclusion from Primary

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In severe cases the school reserves the right to suspend and potentially permanently exclude a pupil. This will follow the same process as the secondary school.

Appendix 3: Stepping Stones

SSFU Behaviour Code of Practice

Please note:

This Code of Practice must be read in conjunction with The King's School Behaviour Policy.

Train a child in the way he should go, and when he is old he will not turn from it. (Proverbs 22v6)
So in everything, do to others what you would have them do to you... (Matt 7: 12)

Positive Behaviour Management

We recognise the importance of encouragement and verbal praise for everyone at Stepping Stones. We therefore seek to foster an atmosphere of encouragement and specific positive praise wherever possible for the children in our care.

Staff will use a 'jewels-in-the-jar' or similar system for Reception and Nursery children to encourage positive behaviour for individuals, groups or the whole class.

Wherever possible, staff will make use of positive behaviour strategies when dealing with children's undesirable behaviour.

Children will be involved in drawing up simple rules (expressed in positive terms) at the start of the school year to help them understand behavioural expectations. These rules will be displayed in the classroom where they can be referred to as necessary.

Staff will use events and stories in the Bible and other stories read in class to encourage children's appreciation of why good behaviour choices matter and the consequences of poor behaviour choices.

Staff will encourage children to reflect on their behaviour in terms of how they would like other people to treat them.

Dealing with Undesirable Behaviour and Sanctions

Where there are repeated misdemeanours and two warnings have already been given, the child will be asked to sit out for a brief period of time (up to 5 minutes) in order to reflect. Where another child has been hurt or the behaviour is clearly unacceptable according to the rules of the setting, it may be appropriate to sit a child out straight away. Before allowing the child to return to normal activities, the member of staff concerned could go through the discipline cycle (see above).

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Where children make unacceptable behaviour choices which require more direct intervention (eg refusing to share, deliberately hurting other children or persistently refusing to follow reasonable instructions), staff will follow a simplified version of the discipline cycle in The King's School Behaviour Policy:

Take the child aside and challenge the behaviour, explaining why it is unacceptable.

Encourage the child to own responsibility/confess. Wherever possible, help the child to verbalise what they should be doing in positive terms by asking how they could have done things differently (eg I need to share toys or I need to use kind hands or I could ask a grown up to help).

Ask the child to apologise to the offended party and if appropriate make restitution.

Express forgiveness to child (and encourage any injured party to also express forgiveness) so that the child knows they are forgiven and loved regardless of the incident.

Where children persist in difficult behaviour over a number of sessions, parents will be invited into the setting to discuss and develop strategies together to help the child change their behaviour (eg through using a sticker chart).

Exclusion

Where the above strategies have been tried and a child still persists in making poor behaviour choices in a way that is detrimental to the wellbeing of other children and staff in the setting, parents may be requested to collect their child and take them home for the remainder of the session, and a suitable period of exclusion may be applied. This decision would be made in consultation with the Principal, Mr Steve Beegoo, or the most senior member of staff in school in his absence.

Named person

The named person with responsibility for behaviour management in the setting is the manager, Mrs Adrienne Blakey. She will also be responsible for advising staff on behaviour issues and will access expert advice where necessary.

Reviewed February 2017

Next review February 2018

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Appendix 4

The King's School's Policy is to follow the guidance found within this DfE document in regard to the use of reasonable force:

S Beegoo March 2015

USE OF REASONABLE FORCE: GUIDANCE FOR SCHOOL LEADERS, STAFF AND GOVERNING BODIES

ABOUT THIS GUIDANCE

(i) This is non-statutory guidance from the Department for Education. It is intended to provide clarification on the use of force to help school staff feel more confident about using this power when they feel it is necessary and to make clear the responsibilities of school leaders and governing bodies in respect of this power.

(ii) This advice replaces "The use of force to control and restrain pupils – Guidance for schools in England".

WHAT LEGISLATION DOES THIS GUIDANCE RELATE TO?

Education and Inspections Act 2006.

WHO IS THIS GUIDANCE FOR?

This advice is aimed at governing bodies, head teachers and school staff in all schools.

KEY POINTS

- (i) School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- (ii) Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- (iii) Senior school leaders should support their staff when they use this power.

1 What is reasonable force?

- (i) The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- (ii) Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- (iii) 'Reasonable in the circumstances' means using no more force than is needed.
- (iv) As mentioned above, schools generally use force 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 a classroom.
- (v) Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

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(vi) 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.

2 Who can use reasonable force?

(i) All members of school staff have a legal power to use reasonable force .

(ii) This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

3 When can reasonable force be used?

(i) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

(ii) In a school, force is used for two main purposes – to control pupils or to restrain them.

(iii) 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.

(iv) The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others; and
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

4 Communicating the school's approach to the use of force

(i) Every school is required by law to have a behaviour policy and to make this policy known to staff, parents and pupils. The governing body should notify the head teacher that it expects the school behaviour policy to include the power to use reasonable force.

(ii) There is no legal requirement to have a policy on the use of force but it is good practice to set out, in the behaviour policy, the circumstances in which force might be used. For example, it could say that teachers will physically separate pupils found fighting or that if a pupil refuses to leave a room when instructed to do so, they will be physically removed.

(iii) Schools do not require parental consent to use force on a student.

(iv) Schools should not have a 'no contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.

(v) By taking steps to ensure that staff, pupils and parents are clear about when force might be used, the school will reduce the likelihood of complaints being made when force has been used properly.

5 Using force

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A panel of experts identified that certain restraint techniques presented an unacceptable risk when used on children and young people. The techniques in question are:

- the 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- the 'double basket-hold' which involves holding a person's arms across their chest; and
- the 'nose distraction technique' which involves a sharp upward jab under the nose.

6 Staff training

Schools need to take their own decisions about which staff will require training in the use of force, and what that training should be. Some local authorities provide advice and guidance to help schools to develop an appropriate training programme.

7 Telling parents when force has been used on their child

It is good practice for schools to speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents. It is up to schools to decide whether it is appropriate to report the use of force to parents.

In deciding what is a serious incident, teachers should use their professional judgement and also consider the following:

- o The pupil's behaviour and level of risk presented at the time of the incident
- o The degree of force used
- o The effect on the pupil or member of staff
- o The child's age

8 What happens if a pupil complains when force is used on them?

- (i) All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- (ii) Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- (iii) When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
- (iv) Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the "Dealing with Allegations of Abuse against Teachers and Other Staff" guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- (v) Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- (vi) If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- (vii) Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- (viii) As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

9 What about other physical contact with pupils?

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- (i) It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.
- (ii) Examples of where touching a pupil might be proper or necessary:
- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
 - When comforting a distressed pupil;
 - When a pupil is being congratulated or praised;
 - To demonstrate how to use a musical instrument;
 - To demonstrate exercises or techniques during PE lessons or sports coaching; and
 - To give first aid.

Frequently Asked Questions

Q. I'm worried that if I use force a pupil or parent could make a complaint against me. Am I protected?

A. Yes, if you have acted lawfully. If the force used is reasonable all staff will have a robust defence against any accusations.

Q. How do I know whether using a physical intervention is 'reasonable'?

A. The decision on whether to physically intervene is down to the professional judgement of the teacher concerned. Whether the force used is reasonable will always depend on the particular circumstances of the case. The use of force is reasonable if it is proportionate to the consequences it is intended to prevent. This means the degree of force used should be no more than is needed to achieve the desired result. School staff should expect the full backing of their senior leadership team when they have used force.

Q. What about school trips?

A. The power may be used where the member of staff is lawfully in charge of the pupils, and this includes while on school trips.

Q. Can force be used on pupils with SEN or disabilities?

A. Yes, but the judgement on whether to use force should not only depend on the circumstances of the case but also on information about the pupil concerned.

Q. I'm a female teacher with a Year 10 class - there's no way I'd want to restrain or try to control my pupils. Am I expected to do so?

A. There is a power, not a duty, to use force so members of staff have discretion whether or not to use it. However, teachers and other school staff have a duty of care towards their pupils and it might be argued that failing to take action (including a failure to use reasonable force) may in some circumstances breach that duty.

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Q. Are there any circumstances in which a teacher can use physical force to punish a pupil?

A. No. It is always unlawful to use force as a punishment. This is because it would fall within the definition of corporal punishment, which is illegal.

ASSOCIATED RESOURCES

Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders (2002)

Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties (2003)

<http://www.education.gov.uk/childrenandyoungpeople/sen/sen/types/clneeds/a0013105/guidance-on-the-use-of-restrictive-physical-interventions>

Ministry of Justice advice on self defence and Home Office PACE codes

<http://www.homeoffice.gov.uk/publications/police/operational-policing/pace-codes/?view=Standard&pubID=810826>

Education and Inspections Act 2006

<http://www.legislation.gov.uk/ukpga/2006/40/contents>