

# Copthill School

## **DISCIPLINE / BEHAVIOUR POLICY**

The aim of this document is to provide a framework for staff when dealing with discipline / behaviour issues at Copthill.

This Discipline/Behaviour Policy should be read in connection with the Educational Vision and Aims of the school and the Rewards Policy.

**INCENTIVES TO ENCOURAGE GOOD BEHAVIOUR** – See Rewards Policy

### **APPROPRIATE SANCTIONS**

**Copthill does not sanction the use of corporal punishment under any circumstances.**

When dealing with inappropriate behaviour, the sanction should:

- ◆ **be appropriate to the individual;**
- ◆ be fair and consistent.

*Staff have flexibility in the range of sanctions available. Sanctions range from a simple reprimand to suspension / expulsion.*

Should a child's behaviour be such that he/she is hindering the learning, development or safety of themselves or other children then the following sanctions should be used:

### **LOWER SCHOOL**

#### **In the classroom**

With inappropriate behaviour, interventions can be made in a low-key way, with as little disruption as possible.

1. Firm tactical ignoring. For behaviour such as playing with equipment or lack of concentration it is sometimes effective to avoid eye contact or commenting. Other children can be praised for on task behaviour, whilst being aware of the moment when the misbehaviour changes to being on task behaviour so praise can be given.
2. Simple direction or rule restatement. For example, “Joe, the task was to work without talking, thank you.” Using the words “thank you” communicates the expectation of compliance. Then, turn the eye focus away to the ‘on task’ members of the class.

If the behaviour continues teacher response should be as follows:

1. A first warning – the child should be called to the teacher’s desk. Their name is written on a record sheet and they are given a verbal warning.
2. A second warning – the child is called up to the teacher’s desk and watches their name underlined. The verbal warning is repeated.
3. A third warning – the child is called up to the teacher’s desk, their name is underlined a second time and the sanction of losing some of the next break time is explained. The sanctions are as follows:
  - Year 1 and 2 – five minutes thinking time with the class teacher discussing the behaviour or working through the 4W’s.
  - Year 3 – five to ten minutes thinking time with the class teacher discussing the behaviour or working through a 4W’s sheet

If a child receives thinking time twice in a week, parents are informed by the class teacher. A copy of the 4W’s is attached as an appendix.

**Examples of behaviour that might receive the sanctions outlined above include:**

- breaking one of the Golden Rules;
- not focusing on the task set;
- preventing others from concentrating on their task;
- name calling, unkind teasing;
- making fun of others, e.g. – work in class, family, hobbies, appearance;
- excluding each other because of looks, colour, race, belief, gender, disability;
- refusing to follow instructions given by an adult;
- deliberately damaging books, materials and/or school/other’s property.

**In the playground, the child should:**

1. be re-directed to another area of the playground;
2. be isolated from the other children by remaining with an adult;
3. the incident should be reported to the child’s teacher who might then follow the procedure above.

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- breaking one of the Golden Rules;
- name calling, unkind teasing;
- making fun of others – e.g. – work in class, family, hobbies, appearance;
- excluding each other because of looks, colour, race, belief, gender, disability;
- refusing to follow instructions given by an adult;
- dangerous play;
- deliberately damaging school property or that of other children.

## **UPPER SCHOOL**

### **Conduct Card**

Each child has a Conduct Card inside their Diary. This outlines our expectations regarding pupils' behaviour. The wording on the card is as follows:

Our expectation is that you should:

1. Follow your Golden Rules
2. Be on time
3. Be smartly dressed
4. Wait quietly between lessons
5. Be organised
6. Complete homework on time

If, after warnings (generally three), a child is unable to meet these expectations, a conduct point is given and written on this card. When a warning is given, the pupil's name might be written on the whiteboard. A deliberate act that contravenes our expectations of behaviour might result in an immediate conduct point being awarded without a warning. If a child is talked to twice in a single lesson, this information should be passed on to the next teacher so that any further repetition of the behaviour will be sanctioned with a conduct point.

Year 4 Form Teachers or Year 5 and 6 Tutors should regularly check their pupils' Conduct Cards (this is a regular part of tutor meeting procedure). Pupils are encouraged to discuss the reason why they have been given a conduct point and consider how to avoid receiving another one.

If a Conduct Point is awarded, the adult issuing it must ensure they write it on the Conduct Card; it should also be recorded on the Pupil Info database or the conduct point sheet in the School Office with a short explanation of the situation that resulted in it being given. SWi or MTh will ensure the conduct points logged in the School Office will be recorded on the Pupil Info database.

If a child receives three Conduct Points in one term, they receive a detention.

### **Detention**

A pupil will receive a Detention for the following serious misbehaviour:

- 3 Conduct Points
- Being impolite
- Being disrespectful to others
- Deliberately hurting someone emotionally – for example, upsetting someone on purpose
- Deliberately hurting someone physically
- Inappropriate language
- Stealing

Detention is overseen by Simeon Willson during the next break time following the issue of a third conduct mark or an instant detention. During detention, the child reflects upon their behaviour. The pupil might consider their behaviour in writing or write a letter of apology to the person(s) affected by their behaviour.

A record of children attending detention is kept by Mr. Willson and recorded in the Discipline and Behaviour Log.

Depending on the seriousness of the incident, parents might be informed at this stage.

## **DISCIPLINARY SANCTIONS FOR SPORTS AND CLUBS**

All in line with the systems set out above.

## **LONGER TERM SANCTIONS**

### **Report Card**

In consultation with the Headteacher and/or Upper/Lower School Leader(pastoral), Form Teacher/Subject Teacher/Tutor and parents a Report Card might be used.

- The child is issued with a Report Card and informed of the rules and time period.
- The card is carried by the pupil. It is signed by all relevant staff. The card can be used to monitor:
  - ❖ behaviour in lessons;
  - ❖ behaviour in the playground;
  - ❖ behaviour in the Dining Room;
  - ❖ homework

Regular monitoring of the card is carried out by the Form Teacher/Subject Teacher/Tutor and Head of School or Head of Lower School.

### **Positive Handling Plan (PHP)**

In consultation with the Head of School and/or Head of Lower School, SENCO, Form Teacher/Tutor and parents a Positive Handling Plan might be put in place. This outlines the reasons why a PHP has been introduced and details actions to be taken should an incident of inappropriate or more serious behaviour occur. A PHP is written with the particular needs of the individual child at the forefront so a range of different strategies will be put in place.

If a PHP has been written, the child will be offered tailored support in recognising the reasons for their inappropriate behaviour and actions to take in order to prevent repetition. This might involve regular sessions with one of the HLTAs in our Learning Support Department.

***Should the behaviour necessitate, then the Directors will discuss the possibility of suspension or expulsion.***

Examples of such behaviour include:

- Persistent behaviour described above
- Repeated bullying
- Bullying which results in serious injury
- Possession of an illegal drug

Parents have the right to have any such decision reviewed by the School Advisory Panel.

## **Physical Intervention**

### **Teachers may only use ‘physical intervention’ to ‘avert immediate danger of personal injury to a person (including the child himself)’**

*548(5) Education Act 1996*

#### **Can I restrain pupils physically?**

Teachers are entitled to use reasonable force to control or restrain pupils physically in the arrangements explained below. You must not use physical force to punish pupils. Corporal punishment is banned in all schools. Force should not be used except in self-defence or an emergency, where a teacher might have to react quickly to prevent injury. You should be aware that your actions must be **considered and appropriate**; using excessive force in a situation where it is not appropriate can result in disciplinary action or criminal charges. The Education Act, 1997, added a section to the 1996 Act to clarify when teachers may use physical force to restrain a pupil. It allows teachers to use 'reasonable force' to prevent a pupil from:

- committing a criminal offence (or what would be a criminal offence if they were old enough);
- injuring themselves or others;
- damaging property;
- acting in a way that is counter to maintaining good order and discipline at the school.

The provisions of the Act **do not just** apply in the school itself. Circular 10/98 states that they apply whenever you have '*lawful control or charge of the pupil*' (para. 10).

Circular 10/98 (para. 21) suggests reasonable physical interventions might be:

- physically interposing between pupils;
- blocking a pupil's path;
- holding;
- pushing or pulling;
- leading a pupil by the hand or arm;
- shepherding a pupil away by placing a hand in the centre of the back, or (in extreme circumstances) using more restrictive holds.

Teachers must seek to avoid doing anything that '*might reasonably be expected to cause injury*' (para. 23) or '*touching or holding a pupil in a way that might be considered indecent*' (para. 24). They '*should always try to deal with a situation through other strategies before using force*' (para. 25). The Circular makes it clear that records should be kept of any incidents where force is used: what occurred, why it was necessary and any consequences (para. 28-29). It is good practice for the school to inform parents and to discuss any such incident with them.

**Appendix 1**

## **The 4W Thinking Sheet**

What happened?

Which rule did you break?

What was the consequence of your action?

What could you do to make things better in the future?