

Burscough Bridge Methodist Primary School

Behaviour & Discipline Policy

Mission Statement
‘Let Your Light Shine To All’

(John Wesley)

Through exciting opportunities in lessons and the wider curriculum our children become well rounded, caring changemakers in our world. Each child is at the heart of all we do to ensure they become the best they can be and are meant to be.

If doing a good act in public will excite others to do more good then ‘Let Your Light Shine To All’. Miss no opportunity to do good - (John Wesley)

Vision

As a truly distinctive Methodist school, our vision is to be a Welcoming, Worshipping and Witnessing presence in the village and community. At Burscough Bridge children thrive emotionally, spiritually and academically to be the person God intended them to be; a school that the local community and church can take great pride through.

Intent

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour.

The school will fulfil its commitment to race equality by dealing firmly, consistently and effectively with racist incidents, harassment and bullying. The school will ensure that all such incidents are recorded, investigated and reported to the LEA.

Please read this policy alongside the policies for Health and Safety, safeguarding, attendance, home school agreement, anti-bullying policy and the single equalities policy.

Implementation

Classroom management

Staff are guided in classroom management by policies, lesson observations, informal discussions, staff training and development.

Rewards

We praise and reward children for good behaviour in a variety of ways. All staff acknowledge positive behaviour giving team points

- Class 1 – marble challenge, team points, stickers
- Class 2 – Marble in the jar and team points
- Class 3 -Wristbands and team points
- Merits certificates (in each class) presented in weekly assembly
- Consistently demonstrating the Christian Value for that half term

- Children sent to Headteacher for praise or to show a good piece of work
- Certificates for specific subject areas
- You've been Spotted cards – welfare staff
-

Sanctions

The school employs a traffic light system across the whole school to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. Our primary method for discipline is restorative justice.

Restorative Justice will always be our first gentle reminder about school/class rules and expectations.

All children start each day in the green traffic light.
Staff Warning - If a child is moved into the Amber traffic light, they always have a chance to move back into the green throughout the school day
If there is no improvement in attitude or behaviour the child will move into the red traffic light. • Miss a playtime and complete a reflection sheet which will be taken home to show their parent or guardian • Head teacher involvement Children can work their way back to Amber and Green

For the majority of our pupils this will be enough, however in certain circumstances further action may be needed, therefore the following will apply .

Repeated incidents (serious disruptive behaviour) – parents/guardians contacted and a Positive Behaviour Plan put in place
No improvement (repeated incidents, delibrate harm)- parents meeting to draw up a Behaviour Contract • Miss school events • Exclusion Procedures • Invovlment of the LEA and Governors

Sanctions – conduct outside the school gates
Teachers have a statutory power to discipline pupils for misbehaving outside of school premises. Headteachers have a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent as is reasonable.'

The teacher may discipline for any misbehaviour when the pupil is:

Taking part in any school-organised or school-related activity or
Travelling to or from school or
Wearing the school uniform or
In some other way identifiable as a pupil at the school.
The teacher may also discipline for misbehaviour at any time, whether or not the conditions above apply, that:
Could have repercussions for the orderly running of the school or
Poses a threat to another pupil or member of the public or could adversely affect the reputation of the school. This also includes any social media platform.

Fixed-term and permanent exclusions

The Headteacher decides whether to exclude a pupil, for a fixed term or permanently, in line with the school's behaviour policy, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

Parents have the right to make representations to the governing body (or discipline committee) about an exclusion and the governing body must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where a governing body upholds a permanent exclusion parents have the right to appeal the decision to an independent review panel.

Schools are under a duty to provide suitable full-time education for an excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days. Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

It is reasonable to expect that schools will endeavour to set and mark work for all excluded pupils during the first five days of any exclusion (although there is no legal duty to do so).

Preventing bullying

What is Bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case. Online bullying by pupils, via texts and emails, will be treated as seriously as any other type of bullying and will be

managed through this policy. The school may apply sanctions for online behaviour, including behaviour outside school, where it:

- causes harm to another pupil;
- constitutes bullying or harassment;
- brings the school into disrepute;
- poses a safeguarding risk

Prevention

We develop a more sophisticated approach in which school staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. This might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies. Staff themselves will be able to determine what will work best for their pupils, depending on the particular issues they need to address.
Staff will follow the Anti Bullying procedures set out in the schools' Anti Bullying policy.

Pupils treat one another and the school staff with respect because they know that this is the right way to behave. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment. These are reinforced by staff and older pupils who set a good example to the rest.

The Equality Act 2010 requires public bodies to have due regard to the need to:
Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
Foster good relations between people who share a protected characteristic and people who do not share it.

Equality Duty.
The Act also makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment.

Safeguarding children and young people

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the Headteacher should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

Poor behaviour may be an indicator that a child is experiencing or perpetrating child-on-child abuse, harmful sexual behaviour, sexual harassment, sexual violence, exploitation, domestic abuse, mental health difficulties or other safeguarding concerns. Staff will consider whether behaviour incidents should be managed under safeguarding procedures and will consult the DSL whenever appropriate

The school will consider whether behaviour is linked to SEND, communication difficulties, social, emotional and mental health needs, trauma, adverse childhood experiences or safeguarding concerns and make reasonable adjustments where appropriate.

Criminal Law

It is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender. If school staff feel that an offence may have been committed they may elect to seek assistance from the Police, but any reference to the Police should only be undertaken with the agreement of the Headteacher.

Confiscation

There are two sets of legal provisions which enable school staff to confiscate items from pupils:
1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably.
2. Power to search without consent for 'prohibited items' including:
a. Knives and weapons
b. Alcohol
c. Illegal drugs
d. Stolen items
e. Tobacco and cigarette papers
f. Pornographic images
g. Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
h. Any item banned by the school rules which has been identified in the rules as an item which may be searched for

Weapons and knives, illegal drugs and extreme or child pornography must be handed to the Police. Otherwise it is for the teacher to decide if and when to return an item, or whether to dispose of it.

DfE advice; ***Searching, Screening and Confiscation*** is followed where there is a need to search a pupil for a mobile device

What is reasonable force?

1) 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.
2) 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 pupil needs to be restrained to prevent violence or injury.
3) 'Reasonable in the circumstances' means using no more force than is needed.
4) 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.
- '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.
5) 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.

Who can use reasonable force?

1) All members of school staff have a legal power to use reasonable force.
2) This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

When can reasonable force be used?
1) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.
2) In a school, force is used for two main purposes – to control pupils or to restrain them.
3) 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.
4) 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 pupils 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;

- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Roles and Responsibilities

The **governing body** is responsible for setting general principles that inform the behaviour policy. The governing body must consult the Headteacher, school staff, parents and pupils when developing these principles. The governing body should also be aware of its responsibilities under the Equality Act 2010 to promote equality of opportunity and to reduce discrimination.

Headteachers are responsible for developing the behaviour policy in the context of this framework. They must decide the standard of behaviour expected of pupils at the school and how that standard will be achieved, the school rules, any disciplinary penalties for breaking the rules and rewards for good behaviour. The behaviour policy must include measures to prevent all forms of bullying among pupils. Headteachers must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year

Teachers, teaching assistants and other paid staff with responsibility for pupils have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. Teachers, teaching assistants and other paid staff with responsibility for pupils can impose any reasonable disciplinary penalty in response to poor behaviour, in line with the traffic light system.

Schools are required to have, and to ask parents to sign, a Home School Agreement that outlines the responsibilities of the parent and the school; including those around behaviour and attendance.

Parents are under a legal duty to ensure that their child (aged 5-16) receives a suitable full-time education either at a school or by making other suitable arrangements.

For school-registered pupils, parents must ensure that their child attends punctually and regularly. If they do not, the school or local authority may ask them to sign a parenting contract or may issue a penalty sanction of £50 (rising to £100). The local authority may also prosecute a parent who fails to ensure their child's regular school attendance or apply to the courts for an education supervision order in respect of the pupil himself/herself.
Parents have a clear role in making sure their child is well behaved at school. If they do not, the school or local authority may ask them to sign a parenting contract or may apply for a court-imposed parenting order.
Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the school or local authority may issue a penalty sanction of £60 (rising to £120). [These have been increased as of 1st Sept 2012]

Parents must also ensure that their child attends the suitable full time education provided by the school governing body or the local authority from the sixth day of any exclusion.

Parents are expected to attend a reintegration interview following any fixed period exclusion from primary school and any fixed period exclusion of more than five days from secondary school. Failure to attend may make it more likely that the local authority will apply for a Parenting Order.

School support systems

We would consider whether the behaviour under review gives cause to suspect a child is suffering, or is likely to suffer, considerable harm, in which case the safeguarding policy should be consulted. We would also consider whether the behaviour might be the result of unmet needs, in which case a multi- agency assessment should be considered.

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a record of incidents of misbehaviour. Lunchtime supervisors give details of incidents to the class teacher All significant behaviour incidents, bullying concerns, discriminatory incidents, child-on-child abuse concerns and safeguarding-related behaviour incidents will be recorded on CPOMS and monitored by senior leaders.

The Headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

Complaints procedure

1) All complaints about the use of force will be thoroughly, speedily and appropriately investigated.
2) 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.
3) 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.
4) Suspension should not be an automatic response when a member of staff has been accused of using excessive force. We will 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 should not be suspended automatically, or without careful thought.

5) We will 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.
6) If a decision is taken to suspend a teacher, we would ensure that the teacher has access to a named contact who can provide support.
7) 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.
8) As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to all members of staff.

Pupil Input

These are the rewards in our school-we have lots of them!

Rewards Already in Place

Team points
Christian Values Certificate
Merit certificates
Treat box
Spotted cards
Top table (Lunchtime)
Wrist Bands
Marbles Jar
Stickers
Specific Subjects certificates
Book Awards
Super Speller Certificates
Trophies
School Trips
Celebrations-Parties/ Disco

Written in collaboration with all staff

This policy will be reviewed annually to ensure conformance with current guidelines and in consultation with key stakeholders.

Policy Reviewed: September 2026 (Mrs L Tyrer)

Review due: September 2027