



Sidcot  
Live Adventurously

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**Policy Name: Behaviour and Discipline Policy – Junior School**

**Policy Number: 5.1a**

**Date: 1 December 2018**

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## 1. Introduction

1.1 Quakerism provides the framework for our School. The recognition and development of the “good” within each child, and the peaceful and reasonable resolution of conflict are applications of Quaker principles. Sidcot therefore considers itself to be a community in which every child should make his or her own contribution as well as properly exploiting the resources provided. The disciplined framework of the School community is promoted through a cooperative atmosphere where all are encouraged to share responsibility, and where wise choices can be made about behaviour.

1.2 We encourage pupils to let their life speak for them; to ensure that their actions reflect well on them and the school; to endeavour to act always with consideration and thought of the needs of others, in school and in the wider community.

## 2. Scope

2.1 This policy applies to the Junior School. Separate behaviour policies relate to the Senior School, out of school care and holiday clubs, and EYFS.

2.2 Pupils may be disciplined for misbehaviour when the pupil is:

- On school grounds
- Taking part in any school-organised or school-related activity for example trips and activities or
- Travelling to or from school or
- Wearing school uniform or
- In some other way, identifiable as a pupil at the School.

2.2.1 Or 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 someone else or
- Could adversely affect the reputation of the School.

2.3 In all cases of misbehaviour, the teacher may only discipline the pupil when on school premises or elsewhere when the pupil is under the lawful control of the teacher. All sanctions must be reasonable.

2.4 Pupils need to remember they are ambassadors for the School at all times, and that their standards of behaviour reflect on the School’s reputation.

## 3. Distribution

3.1 This policy and the parents’ handbook are available on the School website, the intranet and in hard copy form. They can be made available in large print or other accessible format if required.

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## **4. Equal Opportunities**

4.1 The School is active in its responsibilities under the Equality Act 2010 and will not discriminate on the basis of protected characteristics including race, colour, religion or belief, national, ethnic or social origin, gender, gender reassignment, sexual orientation, disability or special educational need.

4.2 When considering sanctions, the needs of pupils with special educational needs or any disability will be specifically considered. The School recognises that where challenging behaviour is related to a pupil's special educational needs or disability, use of positive discipline and reward methods may enable the School to manage the pupil's behaviour more effectively and improve their educational outcomes.

4.3 All penalties must be reasonable in all the circumstances and account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

## **5. Roles and Responsibilities**

5.1 The Governing Body will consider the policy for the promotion of good behaviour and keep it under review in conjunction with the Headmaster, staff and parents. Governors will support the School in maintaining high standards of behaviour. The Governors are responsible for ensuring that arrangements are made to safeguard and promote the welfare of pupils.

5.2 The Headmaster delegates the responsibility for ensuring the implementation and day-to-day management of the policy and procedures to the Junior Head. He ultimately retains responsibility for exclusions but may delegate responsibility for this process to the Junior Head. The Junior Head will oversee support for staff faced with challenging behaviour.

5.3 Teaching staff and any other staff as authorised by the Junior Head are responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied to optimise learning for all, and to maintain high standards of behaviour. Staff have a key role in advising the Junior Head and Headmaster on the effectiveness of the policy and procedures.

5.4 Parents, Guardians and carers must take responsibility for the behaviour of their child both inside and outside the School. They are encouraged to work in partnership with the School to assist the School. When accepting a place for their child, parents agree that the Junior Head and Headmaster may authorise such disciplinary or preventative action as necessary. The School expects parents to support the School in maintain high standards of behaviour and the implementation of this policy.

5.5 Pupils are expected to take responsibility for their own behaviour. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported. All pupils will also be supported and guided by those staff with pastoral and academic responsibilities for them.

## **6. Aims**

6.1 The aims of this policy are:

- To enable the Junior Head to carry out her responsibilities of maintaining order and good discipline in the School;
- To promote good behaviour;

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- To ensure, so far as possible, that every pupil in this School is able to benefit from and make his/her full contribution to the life of the School, consistent always with the needs of the school community;
  - To authorise the parent and staff handbooks for the Junior School and any procedures necessary for implementing it;
  - To provide a transparent framework against which standards of behaviour can be measured, rewards and sanctions imposed and consistency and equality of treatment can be maintained.

## **7. The School Code and Sidcot Behaviour Manifesto**

7.1 The School Code and Sidcot Behaviour Manifesto are included within the parent and staff handbooks. Pupils and parents are expected to be familiar with these principles according to their age and understanding. The principles are reinforced at assemblies and on other appropriate occasions.

7.2 The aims of these guidelines set out the principles of the School in relation to:

- Conduct and behaviour
- Self-respect and respect for others
- Respect for property and the environment.
- The School Code
- Commitment to learning.

7.3 The guidelines are necessary:

- For the safety and well-being of everyone at the School;
- For the reputation of the School community as a whole;
- For the protection of School property and the wider environment.
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## **8. Rewarding Good Behaviour**

8.1 The School recognises and rewards good behaviour, as it believes that this will ultimately help to develop an ethos of kindness and co-operation amongst all members of the School. It is designed to encourage pupils' effort, to give some immediate reward and to give class teachers an opportunity to monitor progress.

8.2 We praise and reward children for good behaviour and beautifully presented work in a variety of ways:

- Children are congratulated with verbal comments and/or written praise,
- Each week a child/group of children from each class are nominated to be in our 'Celebration Book' and are awarded a Head Teacher's certificate in Celebration Assembly,
- Children bring in other things to celebrate during our Celebration Assembly, such as music certificates or other achievement awards gained outside of school,
- We distribute house points to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school,
- All classes have an opportunity to lead a Friday assembly where they are able to show examples of their best work,

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- The School acknowledges all the efforts and achievements of children, both in and out of school and achievements are often featured in our weekly newsletter.

## **9. Behaviour Management**

9.1 While self-discipline and collective responsibility are the overall aims; there will be occasions when sanctions must be imposed in the interests of the School community as a whole when there has been misbehaviour, or serious misbehaviour in the opinion of the relevant staff member. In these circumstances the approach is diagnostic, educative, consistent and supportive. We adopt a restorative justice approach when dealing with any situation.

## **10. Sanctions**

10.1 The Junior School employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. All sanctions are employed appropriately to each individual situation and with consideration to the age of the child and any protected characteristics including learning difficulties (please refer to paragraph 4). Staff are referred to the staff handbook for further detail.

### **10.2 Key Stage 1 (KS1)**

10.2.1 In KS1 all behavioural issues will be logged in Class Behaviour Book. Several verbal warnings will be given to stop the undesirable behaviour, and the consequences of their choice will be made clear to the child.

10.2.2 If this fails the child will be given “time out” from class and the child will be invited to join back in when they have reflected upon their behaviour.

10.2.3 If the behaviour is repeated, the traffic light system will come into play, and the child will be moved onto an amber light with 5 minutes of “golden time” being removed.

10.2.4 If more offences occur, or a repeat of the same offence the child will be moved onto a red light with 10 minutes of “golden time” being deducted. If a serious incident using violence is used, then they may move to a red light immediately.

10.2.5 After missing “golden time” the child is reminded of the good behaviour choices they need to make the following week, and the return to a green light.

10.2.6 Each week an email will be sent to the Junior Head listing any children on red or amber traffic lights.

10.2.7 If a child shows disrespect, rudeness and consistently makes poor choices during a certain lesson each week, then a report card for that individual subject will be issued along with a letter informing parents. The child may also be sent to another class with their work, for a period of isolation from their peer group.

10.2.8 If the child’s behaviour deteriorates, and they are persistently being recorded in the Behaviour Book and marked as “red” on the traffic light system, then an email will be sent to their parent(s) explaining that they will be receiving a weekly email listing any incidents in the Behaviour Book at school and/or invited in to discuss their child. The child will be given a monitoring chart for 2 weeks to track their behaviour at different sessions throughout the day. After a fortnight, this report card will be reviewed.

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### **10.3 Key Stage 2 (KS2)**

10.3.1 In KS2 the child will be initially be given a verbal warning and moved on to the amber symbol, displayed on the wall as a visual reminder.

10.3.2 The child will then be given “time out” if the behaviour continues. This means that they are given their own space for a short time within the class/a partner class. They will also be moved onto the red symbol.

10.3.3 Discussion will take place with parents and the Junior School Head if children persistently end up on the red symbol.

10.3.4 In the event of persistently unacceptable behaviour in KS2; the child will be placed on a report card for a period of two weeks.

10.3.5 If the undesirable behaviour is of a physical nature; the parent(s) will be notified, and the child warned that any further acts of violence will result in a suspension of a maximum of not more than 24hours. If on return the child reverts to the physical misbehaviour; an internal suspension will occur and the child will work in isolation. The Deputy Head will be notified and will meet with the child if deemed beneficial. In the event of a third occurrence of physical misbehaviour; the parent(s) will be contacted and asked to remove the child for a week. Any further action of the same nature is likely to result in the possible exclusion of the child due to the School not being able to meet the behavioural needs of the child.

10.3.6 The Junior Head will notify the Chair of Governors of all suspensions and potential exclusions, and the exclusions policy will apply

### **11. Recording of Sanctions**

11.1 Sanctions are recorded on SIMS from September 2018, previous sanctions are recorded on the junior drive. The Junior Head reviews the records of sanctions regularly.

11.2 Fixed term and permanent exclusions are recorded in a log which is held by the Junior Head. The name of the pupil concerned and year group is noted, along with the nature and date of the offence, the reason for the sanction punishment, and the name of the person administering it.

### **12. Use of Reasonable Force and Physical Restraint**

12.1 Any use of force by staff will be reasonable, proportionate and lawful and only in accordance with the School’s Physical Restraint policy (5.7).

12.2 In deciding whether reasonable force is required, the needs of individual students will be considered and reasonable adjustments will be made for students with special educational needs or disabilities.

12.3 Where restraint is used by staff, this is recorded in writing and the student’s parents will be informed about serious incidents involving the use of force on the same day. Force is never used as a form of punishment. Please refer to the School’s Physical Restraint Policy (5.7).

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### **13. Corporal Punishment**

13.1 It must be stressed that corporal punishment and the threat of physical punishment are illegal and strictly prohibited. This applies to all members of staff and voluntary helpers whether on school property or elsewhere. Violence towards others is not condoned and, furthermore, is contrary to the ethos of a Quaker establishment.

13.2 Other punishments including those designed to humiliate or deprive basic needs are also prohibited.

### **14. Searching Pupils**

14.1 Pupils may be searched for any items that have, or could be, used to cause harm or break the law, and for items banned by school rules, including alcohol, drugs, and stolen property. These powers are used proportionately in line with pupils' right to privacy. Please refer to search and confiscation policy 5.10.

### **15. Child Protection and Liaison with other Agencies**

15.1 Where behavioural issues give cause to suggest that a child is suffering or is likely to suffer significant harm, the School's Safeguarding and Child Protection Policy (2.1) and procedures will be followed. On occasion, it may be appropriate to liaise with external agencies regarding concerns arising from behavioural issues, and to undertake a multi-agency approach. Under normal circumstances the School will do this in liaison with parents, unless there are child protection concerns which would indicate that this is not appropriate.

### **16. Managing Pupils' Transitions and Support in School**

16.1 In order to manage the transition of pupils from the Junior School to the Senior school meetings are held between the Year 6 teacher and the Head of Year 7 during the Summer term.

### **17. Malicious Allegations Against Staff**

17.1 Where a pupil makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Junior Head in consultation with the Headmaster will consider what form of disciplinary action to take in accordance with this policy.

17.2 Where a parent is found to have deliberately invented a malicious allegation the Junior Head in consultation with the Headmaster will consider whether to require that parent to withdraw their child or children from the School on the basis that they have treated the School or a member of staff unreasonably.

17.3 In accordance with Keeping Children Safe in Education (2018) and the DfE guidance, Dealing with allegations of abuse against teachers and other staff (October 2012), the School will consider a malicious allegation to be one where there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.



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17.4 Whether or not the person making the allegation is a pupil or a parent (or other member of the public), the School reserves the right to contact the police to determine whether any action might be appropriate.

## **18. Review of Decision to Impose a Sanction**

18.1 A parent or guardian who feels aggrieved may ask the Head of the Junior School to take up his / her concerns with the member of staff who imposed the sanction. Except in the case of exclusions, there is no recourse to a Governors' review.

## **19. Complaints**

19.1 The School has an open-door policy, and we encourage parents to talk openly to us about any concerns, worries and complaints in the knowledge that the School takes such matters seriously.

19.2 The School's complaints policy (2.6) is available on the intranet, School website and in hard copy form.

## **20. Monitoring and Review of this Policy**

20.1 This policy will be reviewed annually, or sooner if major incident or change in guidance or statute dictates by the Junior Head in conjunction with the Pastoral Group.

20.2 Concerns about any child in the Junior school are discussed weekly at our staff meetings through a fixed agenda item. Minutes are circulated to all members of staff. All significant concerns are discussed with the Deputy Head who is also the School's safeguarding lead.

## **21. References**

### **Legal Framework**

- The Equality Act 2010
- The Education Acts 1996 and 2006
- School Standards and Framework Act 1998
- The Education and Inspections Act 2006
- The School Standards and Framework Act 1998.

### **Statutory Guidance**

- The Education (Independent Schools Standards) Regulations 2014
- Handbook for the Inspection of Schools (Commentary of the Regulatory Requirements) (September 2018).
- SEND Code of Practice 0 -25 years 2015

### **Other Guidance**

- 'Keeping Children Safe in Education', DfE, September 2018
- 'Working together to Safeguard Children', DfE, 2018
- 'What to do if you're worried a child is being abused', DfE, 2015

- Behaviour and discipline in schools DFE (2016)
- Dealing with allegations of abuse against teachers and other staff (DfE October 2012)
- DfE guidance “Use of Reasonable Force” (DFE July 2013)

## 22. Related Policies

- 2.1 Safeguarding and Child Protection Policy
- 2.2 Staff/ Student Code
- 2.11 Equal Opportunities (Children)
- 2.17 Allegations of abuse against staff
- 3.1 Admissions Policy
- 5.1, b and c – Behaviour and discipline policies for Senior school, Out of school care and EYFS
- 5.4 Anti bullying policy
- 5.6 Smoking, alcohol and drugs
- 5.7 Physical restraint
- 5.10 Search and confiscation
- 5.11 Exclusions
- 6.4 Special Educational Needs and Disability in Practice
- 7.1 PHSE policy

## 23. Document Change History

Date of change	Detail significant changes and any new legislation / guidance taken into account
12.3 2016	Policy approved and adopted by the Board.
3 .12.2016 Policy Reviewed by Board	<p>Minor grammatical changes, reordering of paragraph re equal opportunities, and referring to the need to take account of religious requirements in addition to disabilities and special needs (para 4.3).</p> <p>Para 2.3 reference to all sanctions being reasonable.</p> <p>Para 2.4 regarding misbehaviour outside school property</p> <p>Paragraph 5.3 Reference to sanctions being administered by teaching staff or staff authorised by the Junior Head</p> <p>Paragraph 19 - Reference to “open door” policy re complaints</p> <p>Paragraph 20 Change of review cycle to annual</p> <p>Updating of references in line with latest guidance</p>

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22.11.2017	Policy reviewed as per annual cycle Minor amendments to remove duplication. Paragraph 20, re review – amended to reflect the new process for review.
01.12.2018	References to Blue Book deleted and replaced with handbooks. Paragraph 5.2 – Headmaster delegates responsibility to the Junior Head Paragraph 11 – <del>new</del> sanctions now recorded on SIMS. Paragraph 17.3 – allegations made against staff – updated in line with KCSIE 2018 Paragraph 20 – responsibility for review delegated to the Pastoral Group Reviewed and adopted by Board.