Policy Document:	Behaviour and Discipline Policy (including EYFS)
School's Lead Member of Staff:	Headteacher
Lead Governors (monitoring):	Full Governors
Revision Date:	29/04/2022 (minor amendment 15/05/2024)
Document Version:	1.41
Governor Committee:	Full Governors
Committee Approval Date:	May 2022
Full Governors Ratification Date:	May 2022
Review Frequency:	2 Years
Date of next review:	May 2026
Publication date:	10/05/2022
Purpose:	To create a safe and orderly school community where adults and pupils can work effectively together, where each person feels valued and is able to succeed to the best of their ability.

Chair of Governing Body signature:

Behaviour and Discipline (inc. EYFS) Policy

1. Ethos/Rationale

The framework which shapes the behaviour of pupils within a Christian school must convey a message about the nature of God and the way in which He wants individuals to behave personally and in community.

God is just, merciful, gracious, loving, righteous and slow to anger. He teaches and disciplines us in order that we might become more like Him. His commandments are not harsh but for our blessing.

For further context and background, please see appendix 5 Background and Appendix 6 for Website Good Behaviour Statement.

2. Responsibilities for Discharging Policy

A successful behaviour and discipline policy needs the unanimous support of pupils, parents, staff and Directors. For this reason, the policy will be regularly reviewed every year and published on the school website.

The **Governors** are responsible for setting the terms of the policy.

The **Head teacher** with the **senior leadership team** is responsible for:

- setting the standards and expectations of the policy
- disseminating these to the teaching staff, parents and pupils
- ensuring that the policy is adhered to.

Parents are responsible for:

- the foundational teaching of good behaviour within the family and community, especially during the formative years, that will be reinforced by the school's behaviour policy
- Supporting the school, who act on their behalf, in guiding the behaviour of their children in keeping with this policy.

Pupils are responsible for:

- learning to make good choices and exercise their consciences
- growing to be self-disciplined
- learning to give their best in all aspects of school life

All adults working in school are responsible for continually and consistently:

- encouraging good behaviour
- encouraging self-respect and respect for others
- encouraging pupils to give their best in all aspects of school life
- modelling good behaviour and setting high standards of discipline themselves
- dealing with inappropriate behaviour.

3. Whole School Expectations

3.1 Community social Life - Pupils are expected to

- contribute to an orderly, safe and secure place
- work at polite, wholesome and happy relationships with everybody at some level
- communicate in a truthful, appropriate, creative and positive way
- work for restoration in case of broken relationships out of humility and a desire for peace and reconciliation
- contribute to conserving and developing the natural environment and play areas of the school and keep personal and communal areas of the school clean, tidy and in good repair.

3.2 Learning and workmanship – Pupils are expected to:

- be motivated, mentally prepared and fully equipped for the lesson
- settle quickly and focus on the teacher's leadership and the learning objectives of the lessons
- adjust their levels of noise, movement and interruption within the boundaries given
- engage actively, responsively and cooperatively
- perform tasks to the best of their ability
- be accountable to the teacher for planning, completion and presentation of work on time
- take some responsibility to encourage other people's learning
- take initiative to ask questions and seek help.

3.3 Working within a formal structure – Pupils are expected to:

- support and honour the roles of all staff equally (cleaning, office, support as well as teaching staff and managerial staff)
- show welcome and good manners to all adults, whether visitors, parents, volunteers or sessional workers
- report responsibly to appropriate people any behaviours in breach of school ethos including personally feeling concerned or anxious about other peoples' behaviour
- set a good example to younger pupils and respect older pupils, especially prefects & House Captains.

3.4 Public activities – Pupils are expected to:

- take personal responsibility for displaying a positive, Christ-honouring impression of the school when off the school premises. This includes dress code, using appropriate noise levels and showing courtesy and respect for people's space.

3.5 Residential field trips – Pupils are expected to:

- guard each other in vulnerable situations eg. not breaching modesty and privacy, not frightening each other
- take personal responsibility for risk awareness and safety precautions according to teacher's preparation and guidance and be prepared to take initiative in an emergency
- Be especially responsible and accountable to staff without the normal framework of rules or structures.

3.6 Unsupervised or minimally supervised situations – Pupils are expected to:

- use any positions or times of trust to demonstrate their internalising of and commitment to the values taught (their behaviour here is an indication of true levels of maturity and moral development).

The high level of trust that pupils are given needs to be emphasised to them and therefore the corresponding level of consequence should they abuse that trust. Where we know that pupils are not able to take such responsibility, staff must give the necessary supervision, change the situation or do spot checks etc.

The school Code of Conduct for both staff and pupils is based upon the two Great Commandments found in the New Testament, appropriately worded for each of the three schools.

4. Promoting Good Behaviour

Good behaviour will be encouraged by the following:

a. A proactive relationship with parents, where they are encouraged to become involved and have an expectation of constructive feedback in respect of their children, in a welcoming and collaborative atmosphere.
b. A pastoral role for class teachers and form tutors and the maintaining of close contact with parents and support services.
c. The maintaining of parental accountability for their children`s behaviour; excluded pupils should be returned only if an agreement regarding future conduct is signed by pupils and parents.
d. The school`s code of conduct and the values represented in its formal and informal curriculum which should reinforce one another, with values also modelled by staff and parents.
e. Clear communication given to all concerned about standards and practical application.
f. Staff recognition and rewarding of good behaviour as well as dealing with bad behaviour.
g. Differentiated programmes of study for the full ability range of pupils plus rapid assessment of special needs.
h. Giving responsibility to pupils and recognition for non-academic achievements.
i. Personal, social, moral education as an important means of promoting Christian values of mutual respect, self-discipline and social responsibility, covered through an integrated curriculum as well as in individual classes.
j. Recognition of the effect of negative media/internet influences on attitudes and behaviour and restricting children`s access to spiritually, morally or socially damaging material.
k. The maintenance of an environment that is both attractive (with displays of pupils` work, removal of litter and graffiti) and safe.
l. Supervision of lunch break / before / after school.

5. Rewarding Good Behaviour - Rationale and Principles

Research has shown that a school that puts too much faith in sanctions to deter bad behaviour is likely to be disappointed; punitive regimes appear to be associated with worse rather than better standards of behaviour. This does not mean that

sanctions are not necessary. It is important to create a positive atmosphere and establish a healthy balance between sanctions and rewards.
Research has also shown that rewards are the most powerful means of changing behaviour in the long term. Sanctions tell you what not to do whereas rewards tell you what to do.

5.1 The purpose of a reward is to:

- Make the children feel secure and valued, encouraging a sense of self-worth.
- Give attention to positive behaviour and values.

5.2 Principles in using rewards:

- a praise to correction ratio of 4-1 is recommended
- good behaviour and good work attitudes should be rewarded consistently and regularly
- the reward should be desirable (ie. not embarrassing) and must be accessible to pupils of all abilities.

5.3 The most effective rewards as chosen by pupils

a. parents informed about good work via homework diary and/or letter of commendation
b. good written comments on work
c. good marks
d. having work on display
e. mentioned in assembly
f. private praise
g. praised in front of other pupils
h. whole class praised
i. merit/house points given by teacher
j. praised by other pupils.

Stickers, merits and house points by themselves are not seen by children as particularly rewarding. It is important that they are linked with rewards that children do find rewarding.
If children value informing parents, it is important that this reward is utilised as much as possible by the class teacher.

5.4 Range of Rewards:

- eye contact and smile or other subtle signal between child and teacher
- verbal praise and other positive feedback
- 5-10 minutes of favourite activity
- stickers, stars, house points on chart
- free choices at the end of day
- certificate/letter to show parent
- sent to show other teachers their work or sent to Head for special award
- privileges extended in response to demonstration of internalisation of behaviour expectations, eg. Upper School pupils being able to stay in classroom or common room at break-times without direct teacher supervision.

6. Sanctions - Rationale and Principles:

We encourage the whole process of asking for and receiving forgiveness and restoring relationships. However, some consequences may still need to be faced to complete the learning process.

Any sanctions must convey a correct sense of justice by being appropriate to the misbehaviour. Sanctions are only effective if they are used in the context of a classroom where there is a good relationship between teacher and pupils; where praise and rewards are being used regularly and generously; and where there is a clear, concise, published code of conduct which is observed consistently.

6.1 The purpose of a sanction is to:

- deter bad behaviour and encourage good behaviour
- help to create both a sense of God`s justice and a respect for His law
- correct the wrong behaviour, with immediate feedback about it, without humiliating the individual
- remove a sense of guilt and clear the conscience
- create a secure atmosphere with clearly defined boundaries

- establish community norms of acceptability.

6.2 Principles

- The purpose of a set discipline procedure is for nurture and correction, promoting a consistent approach to the development of moral character, sensitivity of conscience and a healthy sense of justice.
- **The key terms of reference are -** appropriate, proportionate, scaled, fair, understandable, reconciliatory and in line with any individual Behaviour Policy where that is appropriate.
- Correction and sanctions should be preceded by careful investigation into the causes of the misbehaviour to avoid recourse to sanctions-based discipline when education, pastoral care or simple preventative measures (such as re-seating away from temptation) may be more appropriate. These investigations should be conducted with an open mind and a listening ear to avoid jumping to conclusions based on first impressions.
- Warnings should be given but not usually more than once, followed by decisive action (avoid pointless or knee jerk sanctions that are not consistent with policy eg. leaving pupils standing outside classes or in staffroom corridor).
- Sanctions should be consistently and appropriately applied. But we must be careful not to treat all failings as a deliberate violation of a moral code. Discerning motives, immaturity, blind spots or misconceptions will enable us to temper our response in a way that reflects God's compassion.
- Sanctions should never involve shouting or physical chastisement – we have a zero tolerance policy in respect of Corporal Punishment.
- Sanctions will often involve parents
- Once the sanctions have been applied, the incident is in the past.

6.3 Avoiding legalism and ensuring the sensitive handling of children as people

Equality of treatment is one hallmark of fairness, but this must be tempered by the reality that inequalities may already exist. Equal treatment of these inequalities makes for further inequality and possible injustice. One example is that if children have suffered abusive or neglectful parenting, it may not be right or just to proceed as quickly to sanctions as for those children who have known for years the rights and wrongs of certain behaviour. Some may not understand correction as an aspect of love but rather as simply control or an emotionally destructive reaction. Such children may need a period of re-teaching and the rebuilding of trust in adults/authority figures, if their behaviour adversely affects others before sanctions are used. However, the way these are used would be different. Likewise if a child is struggling with sensory overload then time out as a calming down preventative is more appropriate than the exit procedure which assumes the child is able to control behaviour but has consciously chosen not to do so. Also the use of Social Stories may be important in the successful completion of Reflection Sheets. All these approaches should be set out in the young person's Behaviour Plan.

6.4 Other notes re handling investigations or correction

Staff must always maintain a professional and compassionate manner. Raising the voice may be necessary at the outset of dealing with an issue/incident; however, the aim is to be assertive rather than harsh, angry or loud. Staff should also ensure that personal space is not invaded. Fair sanctions can be perceived as unjust if our manner of handling the pupil causes a grievance. We need to be able to apologise to a pupil if we handle them with disrespect.

6.5 Bullying and peer-on-peer abuse

Negative behaviours between pupils can develop into bullying. The definition given for bullying is: deliberately hurtful treatment (either physically or emotionally) repeated over a period of time, perpetrated by an individual or a group, which is difficult for victims to defend themselves against (power imbalance).

Bullying may take the following physical or emotional forms:

- physical – hitting, kicking, taking belongings
- verbal – name calling, insulting, making offensive remarks
- cyber-bullying – unkind messages, humiliating posts or comments, intentional exclusion
- indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours
- psychological – intentionally provoking or 'winding someone up' to cause a reaction.

Incidents of bullying or suspected bullying will be handled in line with our school Bullying Policy, with parents informed throughout the process. Ongoing monitoring will be used afterwards to ensure that the bullying does not re-emerge. All incidents of bullying will be recorded and filed securely.

7. Rewards and Sanctions – Practice

7.1 Whole School House system

All pupils are members of one of three houses in the school, Bethel, Penuel and Shiloh, remaining in the same house from Reception to Year 11.

7.2 House Points

House points are awarded by staff to pupils for good behaviour and attitude in all aspects of school life; they are given to reward pupils in their endeavours, not only for something outstanding. In addition to the MBSS and other school awards scheme, the pupil with the highest house point total in each class at the end of each term will be rewarded with a prize in Middle and Upper School. As well as rewarding individuals, the house point system means that each pupil contributes to a termly house point total, enabling the house with the greatest total to win the House point Shield. The house system also encourages enthusiastic participation in sport in order to win the shields for Sports Day, Sportsmanship and the Swimming Gala.

7.3 In Lower School and Middle School House Points can be awarded for:

- Good behaviour - the code of conduct embodies how each individual will relate to others in the school.
- Attitude - to work and to others
- Punctuality - to lessons, handing work in on time.
- Cooperation - with school aims and administration, including correct school uniform and equipment, and correct use of the homework diary and brown envelopes.
- Effort in class and homework: house points will not necessarily mean a piece of work must be 100% correct, but reward the effort shown in how it has been tackled.
- Improvement in any of the above points or for maintaining good standards.

7.4 In Upper School

It is expected that pupils will have internalised the basic code of conduct and no longer need extrinsic award of house points to help them keep it. The transition of pupils from Middle to Upper School is marked by a rite of passage (a Bar Mitzvah like process) which ensures that young people only enter Upper School if they willingly accept the values and culture of the school for themselves. By entering Upper School, they indicate that the choices made for them by their parents when they were too young to make an informed decision, are ones that they now willingly and with understanding embrace. Upper School's Equipped to Serve programme lays an expectation of a servant-hearted attitude as a norm, with the extrinsic reward of house points being replaced with an intrinsically motivated adherence to the school's code of conduct, mission and culture, based on personal commitment. House points in Upper School are therefore more closely linked to pupils' attitudes towards their work and are generally awarded for good studentship in connection with academic work, rather than general good behaviour and adherence to uniform policy, punctuality, etc.

In Middle and Upper School, records are kept of each individual pupil's house points and certificates are awarded twice a year depending on the number of house points received:

- Bronze certificate for 50 house points
- Silver certificate for 100 house points
- Gold certificate for 300 house points.

7.5 There are also other age-appropriate reward systems in place for each separate school

7.5.1 Lower School

Because CFS encompasses children from age 4-16, it is appropriate that Lower School should develop an adjusted policy that still reflects the overall policy but has additional age-related aspects.

Luke 2 v 52 'Jesus grew in wisdom and stature and in favour with God and man

Matthew 22 v 37 – 40 'Love the Lord your God with all your heart, soul and mind. This is the first and greatest commandment. The second is like it 'Love your neighbour as yourself.

John 13 v 34 Love one another as I have loved you.

Galatians 5:22-23 But the Holy Spirit produces this kind of fruit in our lives: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control. There is no law against these things!

As teachers we are here to help and support each child to develop their God-given potential in a safe, secure and loving environment. Our role is one of discipleship, training each child to make good choices as they grow and develop.

Good relationships are central to our care of each child and we want to be role models in the way that we care for the children and each other. We see that their time in Lower School is foundational for learning to live and work as part of a community. Our code of conduct highlights how we can love and care for one another as part of this community. Through assemblies, PSME lessons, Bible Explorers and our wider Christ-centred curriculum we teach and model the importance of good relationships. Forgiveness is modelled and encouraged as an important part of learning to live in community and our children are ready to make amends with each other when disputes arise.

We also use the code of conduct to help individual children to reflect on their behaviour and identify which areas they need support to develop in.

We aim to identify possible triggers for inappropriate behaviour - eg. boredom, struggling with the level of work, emotional difficulties, social difficulties, unaddressed additional needs, circumstantial impacts e.g. family difficulties - and work with children and families to support and help.

Each child is different. Therefore, we use a range of different methods which will engage and encourage each child including:

- Working alongside each child to help them understand which behaviours are inappropriate, why they are behaving this way, which behaviours would be preferable and equip them with strategies to help them change.
- We work alongside parents to support their child's behaviour. Parents are informed on the same day if there has been a behaviour concern. If this continues, we will arrange a meeting with the class teacher and head of year group to discuss strategies for.
- Clear classroom rules for respect and safety, based on our code of conduct are displayed in each room. Picture prompts of expected behaviour - eg. good listening - are on each board display.
- We offer house points and stickers as rewards for good behaviour or effort in work. We do also have some behaviour systems which provide extrinsic motivation for good behaviour.

For individual behaviour: **Traffic Lights**

At the beginning of each week (each day for Reception and Year 1) every child's name is placed on the green smiley face. This shows that every child has earnt their Golden Time which will be last lesson on a Friday (every afternoon for Reception and Year 1).

If throughout the teaching week, a child infringes the school code of conduct, the class teacher will follow the agreed procedure:

- Verbal warning and reminder about 'Golden Time'
- Should negative behaviour continue, and the child does not redeem him/herself, the child's name is moved from the green circle on to the amber face, and the child loses 10 minutes of their Golden Time for that week/day
- Should further disruption /negative behaviour occur, the child will continue to lose 10 minutes
- In extreme cases, if a child should lose all their Golden Time, their name should be moved from the amber face on to the red face.

Nb. on occasions, behaviour may warrant by-passing amber and moving straight to red.

For this system to work, it is important that children, staff and parents understand the expectations, centred around the school's code of conduct. Secondly, every new week or new day is a 'new beginning'.

For individual behaviour: **Star of the Week**

Each week one or two children (depending on the size of the class) will be awarded 'Star of the Week' for excellent achievement in their work or behaviour.

For class lining up: **Lining up star of the week**

Each playtime the teacher awards stars to the best lines. These are counted at the end of the week and the class with the most are awarded a framed certificate. At the end of each term the class who has won the most times is awarded a prize.

7.5.2 Middle School

In addition to house points for good studentship, Middle School pupils may be rewarded in other ways:

- **Margaret Bryce Smith Scholarship** awards for particular achievement in areas of the academic curriculum for secondary age pupils. Pupils are eligible for one award throughout their time in Middle School. The award is accompanied by a voucher worth about £20.
- Correct wearing of uniform all term → **Smartest house prize** of cake or similar [1] (This prize would also be shared in by Lower and Upper School).

7.5.3 Upper School

In addition to house points for good studentship, Upper School pupils may be rewarded in other ways:

- Margaret Bryce Smith Scholarship awards for particular achievement in areas of the academic curriculum. Pupils are eligible for one award throughout their time in Upper School. The award is accompanied by a voucher worth at least £30.
- Art prize - for outstanding achievement in Art.
- Peter Waterfield Performance Arts prize - for outstanding achievement in the performance arts.
- Citizenship award - for outstanding efforts as a good citizen in the wider community.
- Correct wearing of uniform all term → Smartest house prize of cake or similar (this prize would also be shared in by Lower and Middle School).
- Within each class, pupils may be given individual award[2] for positive contribution to the class or school community with form tutors making a note on each pupil's personal record of any relevant actions as reported either by pupils or staff.
- Greater class privileges that are dependent on a high degree of trust. For example, a particular class that has proved themselves trustworthy may be allowed to stay inside at break-times or watch a video of their choice at lunchtime or be allowed to order in pizza for the class or organise a day out in recognition of efforts made to maintain and develop a positive community spirit or in appreciation of their special contribution to a school event. Wherever possible, the choice of reward should come from the students.

8. Sanctions in Middle and Upper School

Category of sanction	**Examples of infringements**
Graduated withdrawal from the learning life of the community. The privilege of being part of the class learning community can only be given on the basis of the pupil's willingness to contribute positively. Sanctions may also leap stages for	Disruption and undermining of or disrespect for teachers and the learning life of the community Preventing others from teaching or learning Disrespect for others leading to breakdown in individual or community relationships.

[1] *It would be good to revisit the proposal put forward by the Student Council in Feb 2020 about rewarding the correct wearing of uniform: "There has been a recent concern (mainly by the teachers) about the use of a reward system in order to get students to wear their uniform properly. Uniforms are often a reflection of the school and so wearing uniform properly is very critical to the school's appearance.*
Some of the Upper School members of the school council have thought of a reward system. This would involve giving the houses 100 house points each at the start of the year or term. If a student is found wearing their uniform wrong, they are to tell the teacher their house (or a teacher is to identify their house using the information on the board in the hall) and remove a house point from that house. There could be a tally chart in the hallway (where the houses/ student council pictures are) and they can be crossed off whenever a member of that house is caught wearing their uniform wrong. The point is to encourage others to wear their uniform properly by doing something simple - like house points, not something like detentions that may seem a little too much in relation to uniform. Another merit of this option is that the reward or sanction is for the house rather than the individual and this may help encourage teamwork toward the desired outcome and house spirit."

[2] This is a new idea that we will need to flesh out next term. There could be different levels of award:

serious infringements (where appropriate this should be consistent with the pupils Behaviour Plan)	
1. **Exit** procedure plus parent inform slip (for misbehaviour in one lesson) 2. **Reflection sheet** plus parent inform slip 3. Short term confiscation of personal belongings (eg non-uniform item) 4. Sent to Head of School/Head teacher 5. Public retraction of disrespect/ apology to the class for disruption or show of disrespect to pupil or teacher. 6. Removal of privilege of access to digital devices. NB. Fair warning and clarification of expectations first is essential (see Exit Procedure policy and where appropriate this should be consistent with the pupils Behaviour Plan)	● Minor but repeated disrespect (huffing, "whatever", muttering etc.) ● Disregard for instruction or disruption – eg. continuing to talk to a friend when silence was asked for. ● One-off instance of 'banter' that goes too far – eg. unkind comment on a classmate's appearance. ● Anything major that undermines the teacher's role, or the order and confidence of the class may require the pupil to be removed immediately. ● Behaviour that takes place outside of lessons involving significant disobedience – eg. jostling or running on the staircases ● Serious poor behaviour in lunchroom, playground etc ● Infringement of school's ICT Acceptable Use policy – eg. listening to music with lyrics during a lesson.
Exit strategy plus parent interview Longer term **confiscation** of personal items.	More serious infringements of school behaviour expectations require a show of parent and staff solidarity and some reinforcement from parents. Some pupils may persist from lesson to lesson (hence the need for form teachers and/or Head of School to keep an overview) or regularly go to the warning stage but not beyond, to test the boundaries. Being in possession of a mobile phone contrary to the school mobile phone policy resulting in a standard period of confiscation of 2 weeks. It will only be returned after a conversation with the parent. Temporary school phone for safety available.
On report for either Work or Conduct or both This curtails the freedom of and trust given to the young person but maintains their contact with all lessons or normal school life in general.	There are various designs available as templates reflecting the adaptive approach so that the report is tailored to the pupil's behaviour profile.
Detention (after school) All detentions require Head of School approval and parents will be informed in advance	● Persistent lateness (more than twice in a half-term without reasonable explanation) ● Persistent infringement of uniform policy or dress code (after reminders and reasonable time allowance to correct uniform) ● Failure to complete homework on time or to an acceptable standard (see below) ● As an available sanction following exit procedure and reflection sheet (see above)
Short term **partial isolation** from lessons or specified activities.	Persistent unwillingness to work well in a subject or with a teacher. This should only be a short-term measure pending the tackling of the problem by the Head of School. It is best to inform parents as soon as possible.

Social isolation plus letter/email to parents (one break or several breaks over a period of days)	One-off instances of unacceptable behaviour that undermines the school ethos of kind, responsible social relationships. Also less serious instances of irresponsible behaviour or unkind behaviour towards another pupil that makes the school community less safe, including actions that carry a risk of injury, even if none is sustained. Examples might include: ● throwing a lightweight object at another pupil ● rough play ● expressions of short-lived annoyance or anger towards another pupil ● not telling the truth immediately ● persistently noisy/rowdy behaviour in cloakrooms ● rudeness towards peers or staff.
Total isolation including lessons, plus letter home to parents (½ day - 2 days) Y4-6 Some incidents would not necessarily lead to isolation LS incidents are reviewed on case-by-case basis.	● Serious examples of bad behaviour to another pupil eg. deliberate pushing/shoving, threatening language ● Stealing school or another person's property ● Significant damage to school or another person's property ● Damage to clothing through rough play ● Serious examples of swearing, sexual language ● Serious rudeness to a member of staff ● Severe use of racist/homophobic language or other significant name calling ● Persistent and significant lying ● Cyber-bullying - this covers activities out of school as well as in school or during school time ● Dangerous behaviour ● Very disruptive or poor behaviour in lessons or other school events/activities.
Suspension (1 to 5 days) plus parent interview. Chair of Gov informed. Some of these would have got to this stage after several warnings but other things we would assume were not acceptable at home and would in conscience be understood as harmful eg. threatening someone with scissors or simulating a sexual act. Some of our thresholds would also take into account the age-range affected i.e. as young as 4. Also, we would want pupils to understand that most of these behaviours would not be tolerated by the general public and some may even bring involvement from the police. See Appendix 7 for procedure for temporary suspension.	● Substances brought into school: alcohol, cigarettes, drugs ● Objects used as weapons or weapons brought in eg. scissors, compasses, pen knives ● Other persistent behaviour endangering life or limb eg. tripping people up near staircases, pushing people over onto a hard surface or onto sharp corners, jumping on people. (Isolation for individual examples) ● Sexually indecent acts or conversation or persistent sexualised talk; potentially corrupting (Isolation for individual examples) ● Persistent bullying including cyber bullying/ threats/intimidating body language etc. (isolation for individual examples) ● Persistent racist slurs or other derogatory comments against someone's identity, worldview, sexuality or ability (isolation for individual examples) ● Physical fights which also may include behaviour provoking someone to fight ● Threatening or violent behaviour against staff ● Persistent disruption to the learning of other pupils and to teaching ● Persistent lack of co-operation with the teachers eg. refusing to do pieces of work set or adhere to dress code ● Persistent and significant lying and refusal to be corrected

	• Bullying, fighting outside of school, resulting in serious misrepresentation of the image of the school including in public, indecent behaviour, shoplifting, public disorder/nuisance • Accessing inappropriate material online in school or at home, especially if this material is shared with other pupils. • Other issues not specified but considered serious.
Permanent exclusion (by permission of Governors) See Appendix 7 for procedure for permanent exclusion.	Unmanageable in a community setting. (i.e.no guaranteed safety for other pupils) eg. premeditated violence or corruption, bringing in drugs or pornography with intention/likelihood to do it again.
Work discipline brought to bear: communication between pupil, parent and teachers with actions below. (Where appropriate this should be consistent with the pupil's Behaviour Plan)	**Poor work ethic/ shoddy workmanship** – eg.: • Homework incomplete, poorly presented or not produced • Lack of diligence in class
Initial **interview** with pupil, and possibly parents, to find out what is behind the poor work ethic. There may be an unrecognised pastoral issue or SEND need that should be addressed by provision of support rather than discipline. Appropriate action taken.	• Pupil may not write homework down correctly and may need training and/or support to get adequate information down. • Pupil may have organisational issues, so they do the homework but don't put it in their bag. Help is needed to get a fool proof routine in place.
Missing work to be done or poor quality work **done again** in specified time frame agreed between pupil and subject teacher. If not already in place, an action plan needs to be agreed with form tutor to address the underlying issue behind the poor or missing homework. Monitoring of house points by form tutors will help form tutors identify where a pattern of missing, late or poor quality homework is emerging. Liaison with parents may again be needed to make necessary adjustments to workload, time management and extra-curricular commitments. Liaison with staff may be necessary if it is felt necessary to provide additional support, eg. printing out homework on slips to stick in HW Diary.	• Pupil is not taking notice of teacher feedback and repeating same mistakes. • Pupil is rushing work due to poor time management or over-commitment to academic work/extra-curricular activities. • Pupil fails to upload homework to the Google Classroom as required. • Pupil fails to attend Google Meets or respond to online requests.

Pupil and parent to check and sign **homework diary daily** until a pattern of good homework discipline is established. In Upper School a	• Pupil requires additional time and support to establish satisfactory homework discipline.

homework diary license may not be issued or, if already issued, revoked in order to enable daily monitoring. Parents may also be advised to instigate system of rewards and sanctions at home to improve work ethic. Pupil may alternatively be put on a **homework and/or classwork report** to allow teachers and parents to comment in detail on the pupil's attitude, behaviour and performance.	
Break-time detention for infrequent poor work that is clearly due to pupil carelessness and/or reluctance to engage with support. This sanction should not be used with SEND pupils who require breaktimes to enable them to focus in subsequent lessons. **After-school detention** for infrequent poor studentship that has not been addressed by other measures and which is deemed to be due to indigence rather than academic or personal organisation difficulties. This might also be used where a lunch-time detention is not appropriate due to SEND needs. We need to avoid pupils and parents seeing this as a homework get-out where teachers take responsibility to supervise work that should have been done at home. This sanction is not to be confused with tutorials or workplace facilities given when pupils cannot organise their work without teacher supervision or school support. In those cases, it must not be presented as a sanction. Repeat detentions will not be imposed (i.e. more than two in a half-term period). The root cause of the problem either needs to be addressed in another way or the issue needs to be escalated to a more general discipline issue. (See first section.)	● Where personal in-discipline and indigence are the cause of missing or poor homework. ● Where the pupil has developed a careless and sloppy attitude to work.
Graduated temporary withdrawal from social life of the school and/or making reparations for damage caused	**Breaking the code of conduct particularly in relation to social interactions with peers and care for school environment**
1. Community service, such as sanding off graffiti, picking up litter. A formal letter of apology should also be sent to cleaning or other staff involved in dealing with damage. A letter of apology may also be needed to the parent of any pupil whose property has been	● Damage to school equipment/furniture such as graffiti, muddy foot or football marks in toilets, broken fixtures and fittings caused by carelessness or playing in cloakrooms. ● Damage to the personal property, including uniform, of another pupil caused by disrespect or carelessness. ● Disrespect for physical environment, including climbing trees

damaged. 2. Payment or replacement of damaged item. Parents may be asked to support school by setting up a schedule for repayments linked to pupil's personal money.	and breaking off branches, carelessly or deliberately damaging play equipment or furniture/equipment.
1. Separate area during break times and/or under extra supervision by staff or prefects. 2. Breaktime report with feedback home and signature by teacher and parent 3. Isolation from certain groups or places (eg cloakroom/ common room)	• Continued unwanted physical engagement with peers – eg. pinching, poking • Continuing recourse to teasing/ banter/ unwholesome conversation with peers • Deliberate damage to or theft of other pupils' property or school property.
4. Total Isolation (see above)	• Significant wilful damage or continued anti-social behaviour.
5. Sent to Head, parents called in → Suspension (see above)	• Serious damage or persistent, wilful anti-social behaviour. (See Appendix 7 for Suspension and Exclusion procedure)
Other code infringements	**Wasting staff time**
1. Communication with parents, particularly in relation to persistent lates as the issue may not be within the pupil's capacity to resolve 2. Missing breaks (must be supervised and not for SEND pupils who must have regular breaks) 3. Litter duty 4. After-school detention to do jobs, not homework	• Persistent lates • Lack of punctuality to lessons • Lack of equipment • Regularly unsigned homework diary.
1. Communication with parents, in relation to uniform infringements, as incorrect uniform may not be within pupil's power to correct 2. Pupil sent to office to remove or replace incorrect item of dress code – eg. nail varnish remover, tie 3. Pupil sent home to put dress code infringement right – eg. washing dye out of hair.	• Improper dress code, including dyed hair and heavy make-up

Appendix 1: Code of Conduct

Lower School Code of Conduct

'Love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind'; and, 'Love your neighbour as yourself.'
Luke 10 v 27

This means that in Upper School:

With God's help we will choose to:

- Give thanks to God for his blessings and love.
- Be helpful around school.
- Look after our belongings and our school.
- Be kind to each other with our words and actions.
- Make the right choices if we feel angry.
- Say sorry and forgive each other.
- Tell the truth.
- Listen and follow instructions first time.
- Speak politely and behave sensibly.
- Do every task well.

Middle School Code of Conduct

Thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy mind. This is the first and great commandment. And the second is like unto it, thou shalt love thy neighbour as thyself. On these two commandments hang all the law and the prophets.

Matt. 22 v 37 – 40

This means that in Middle School:

- We will seek to honour the Lord in all things.
- We will value and tell the truth.
- We will respect the people whom God has put in authority.
- We will respect people and their property.
- We will take responsibility for what we choose to think, say and do and try our best in all our work.
- We will take care of God's creation.
- We will be kind to one another.
- We will seek to serve each other.
- We will give thanks to God for everything He has given.
- We will do our best to grow in self-control.
- We will value one another because each of us is unique and special to God.
- We will help our school to be a testimony to Christ.
- We will ask God's help in all these things, forgive one another and accept forgiveness.

Upper School Code of Conduct

Thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy mind. This is the first and great commandment. And the second is like unto it, thou shalt love thy neighbour as thyself. On these two commandments hang all the law and the prophets.

Matt. 22 v 37 – 40

This means that in Upper School:

- We will seek to honour the Lord in all things.
- We will uphold the truth and behave openly and honestly with each other.
- We will honour God's name and respect those in authority.
- We will also respect other people and all that belongs to them.
- We will recognise our responsibility to make wise choices to work hard, and to care for God's world.
- We will try to be sensitive to the needs of others and treat each other with kindness.
- We will look for ways to be useful and help each other within the school community.
- We will look for ways to serve the wider community beyond the school.
- We will try to make a habit of being grateful.
- We will try to recognise and control our areas of weakness.
- We will look for and enjoy the good qualities and achievements of others.
- We will maintain the good name of the school.
- We will accept God's forgiveness for our own shortcomings and forgive others for theirs.

Detailed additional specific expectations for Upper School pupils are set out in the annually distributed document *Upper School Expectations.*

APPENDIX 2: Discipline Policy Exit Procedure

The Exit Procedure is used for persistent unacceptable behaviour in the classroom. *Pupils should be removed immediately for a single serious incident. For semi-serious offences, teachers may send a child out of the classroom and deal with the incident his/herself unless there is a repetition of the offence.*

"Exit" is directed at any behaviour which disturbs the learning or teaching processes. It is an early intervention strategy and NOT a last resort. It is applied where pupils are of an age to have understood that getting out of a seat without permission, calling out or interrupting etc. are unacceptable. This disruption, although mild if done rarely, becomes serious if repeated regularly. It is also more serious again if a direct warning is ignored. The "Exit" procedure records warnings so it is clear to both pupils and teachers that the learning situation is drifting towards disorder. It alerts others to the tone expected and identifies early who is misbehaving. It is unfair to punish an unruly class if we have allowed individuals to cross the line earlier in the lesson.

"Exit" should be linked in the pupils' minds with forfeiting the privilege of working in community because they have not been willing to contribute creatively, support the learning of others and respect the teacher's role. Simply referring to / threatening a 'Reflection sheet' does not make the principle clear.

NB. We should make ourselves aware of the few pupils who may need to be removed because of disrupting the class out of their own special difficulty. They cannot be allowed to disrupt but we would handle it differently eg. time out to calm down or work separately etc.

- 1st Offence: **Verbal warning** - eg. 'stop doing it'. Explain if necessary. To be modified for Years R - 3
- 2nd Offence: **Verbal warning** - 'Did you understand?'. Report incident to form teacher.
  This is so that they can monitor patterns of behaviour eg. some pupils take several staff to this level of warning most lessons. They should not be able to avoid the Exit procedure in this way.
- 3rd Offence: Years 4 - 11 only - use '**EXIT PROCEDURE**'

Middle School will retain putting the pupil's name on blackboard and then underlining it before exit. Upper School should not require so much warning. Lower School and Y4 may still be in the process of training pupils in some issues before applying the "Exit" procedure. We must ensure that when we do say "stop" to something that we follow with action not nagging.

On Exit

1. Teacher will give pupil **4W or reflection sheet and copy of the code of conduct.** (There will be a special sheet for Yr 4)
2. **Upper school pupils** are sent to paired classroom or to Head of US who will allocate them to a room. **Middle School pupils** are sent to paired teacher. (Staff working on the same floor will help each other)
3. At end of lesson, pupil takes completed 'Reflection sheet' to Head of School and hands it in. Head of School will deal with 'Reflection sheets'. There will be discussion between child, Head of School, and usually form teacher/ teacher concerned
4. Pupil must ask teacher for any work missed as a result of Exit Procedure which must be made up by the next day.
5. Head of School may also write letter (**1st letter**) home to Parents (either the first or at least the second time a 'Reflection sheet' is given).
6. Slip signed by parents is returned to school on the following day and given to form teacher. If it is not returned, the Head of School phones parents.
7. Reflection sheet and any parent communication should be passed on to the Head of School who will keep them in a file.

Repeated exclusion from lessons (ie. disturbance to the class community)

If there are **2 letters** sent home in one term (ie. two to three Reflection sheets), the parents will be asked for an interview with the Head of School, and possibly, the form teacher. They will discuss an appropriate means of correction which could be isolation or being put on a short-term daily report regime. (see policy on Sanctions)

If **3 letters** are sent home in a term this means possible suspension. Governors will be informed, and parents interviewed to alert them to the seriousness of constant violations and the attitudes which may be underlying. This will usually result in a joint home/school action with a final warning.

If there is an emotional or behavioural difficulty or other issues complicating the usual procedure, then the Head Teacher, parents and governors need to discuss strategies which do not allow disruption to other pupils. We should therefore not hold back on referring through the system.
If one more letter (**4th letter**) is sent home in that term the Governors will consider suspension. Pupils will only be allowed back when the parents come into school to discuss the matter with the Head Teacher. Permanent exclusion may follow if the situation is not remedied.

- The slate will be wiped clean every half term ie. the past not constantly referred to if the behaviour has changed. However, if a child goes through this procedure consistently, the form teacher should report to the Head of School who will take it up with parents and alert the Head Teacher.
- In addition, the monitoring process should alert us to pupils who are not contributing positively to the learning community and may need to transfer to another school.
- Governors should be informed about such cases at the start of year 8 if pupils are not ready for Upper School transition.

PLEASE NOTE THAT FOR THE POLICY TO WORK ALL STAFF NEED TO USE THIS CORE PROCEDURE AND NOT ONE OF THEIR OWN**.**

A 'Reflection sheet' can also be issued by any member of staff for indiscipline outside the classroom – eg. rowdy behaviour in a corridor or disobedience on the yard. Alternatively, for bad behaviour outside the classroom, eg. running on corridor/staircase, another sanction can be used – eg. forfeiting break. Children should walk single file up and down stairs.

Date ..... ***Name*** ..... ***Class*** .....

MIDDLE SCHOOL REFLECTION SHEET

1. **W**hat was the problem?

2. **W**hich part of the Code of Conduct did you break?

3. **W**hy did it happen?

4. **W**hat is needed to put it right?

Date letter was sent home..... ☐ ***Please tick the letter has gone home***.

Head of School's Signature: ....

Date slip received from parent ..... Slip goes to Form Teacher

Form Teacher clips slip to the reflection sheet and files.

****

I have received the Reflection sheet.

Signed ..... Dated .....

Form Teacher clips slip to Reflection sheet and files in the office Discipline file.

CFS UPPER SCHOOL REFLECTION SHEET

Use an extra sheet if you need more space

Incident Date: ……..…….. Lesson/Place: ……

Student Name: ……..…….. Your Class: ……..

What happened?

Include what led up to the event, such as provocation by another student, but take responsibility for your part in the incident, even if others were also involved.

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What was the problem with your behaviour?

Think about the consequences of your behaviour for the learning community of which you were part (your class or other group). Include actual consequences and potential risks. Consider the effect of your behaviour on everyone involved: other students, the teacher(s) and other staff, the wider school community, parents, the public, etc. Refer to the Code of Conduct you signed up to.

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What can you do to put the situation right?

Apologising and saying sorry may be part of the solution but you also need to consider positive action you can take to rebuild relationships, including ways to restore trust and respect and make practical amends for anything damaged or wasted, including time.

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Signed …….. Date:
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Form tutor informed? …… Date:
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Letter sent to parents? ..... Date: .....

Documents in file? ..... Date: .....

APPENDIX 3: Powers to Discipline

Staff, including teaching assistants, acting on the authority of the Head teacher have the following powers to exercise disciplinary procedures:

Staff have statutory authority to discipline pupils for misbehaviour which occurs within school and in some circumstances out of school. This refers to staff supervising educational visits or other school organised events off site. Parents and volunteers working at the school should feel that they can address behaviour as part of their support of the class teacher or of teaching groups. This also applies to educational visits off site. Parents and volunteers should work from the authority and specific boundaries set by the member of staff whom they are assisting. Parents are encouraged to bring to the notice of the appropriate member of staff, any behaviour they witness off site which would fall into the categories mentioned below.

The school can discipline its pupils for misbehaviour off the school site. This includes:

- taking part in any school-organised or school related activity
- travelling to and from school
- when wearing school uniform or in some other way identifiable as a pupil at the school
- when misbehaviour could have repercussions for the orderly running of the school
- or for behaviour which poses a threat to another pupil or a member of the public
- or behaviour which could adversely affect the reputation of the school.

Note that the school can and will take action if a pupil is malicious towards other pupils or members of the school community in what they write via text, Facebook or other means of digital communication. Pupils or other members of the school community such as parents, volunteers and members of staff should provide evidence if they are complaining about the behaviour of a pupil through the above means.

Detentions:

- Staff have a legal power to put pupils in detention
- 24 hours' notice must be given for an after school detention
- Parental consent is not required for detentions.

Concerning confiscating inappropriate items:

- The school must say what it will do with confiscated items
- The power to search pupils without parent or pupil consent is a permitted when staff suspect that the pupil is concealing a mobile phone, weapon, alcohol, illegal drugs, stolen items or which a pupil may use to harm themselves or another member of the school community.
  Parents and pupils will be advised of the above on an annual basis.

Reasonable force (see Appendix 4):

Can be used to prevent pupils:

- committing an offence
- injuring themselves or others
- damaging property
- and to maintain good order and discipline.

Regarding accusations against a member of staff:

The school's Complaints Procedure should be followed in the case of a pupil making an accusation against a member of staff. If the accusation is found to be malicious and untrue, the pupil may be suspended or permanently excluded. They may seek a public apology in the form of a face to face and a written apology to the school and member of staff concerned.

APPENDIX 4: Use of Reasonable Force

Key points

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

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 student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. 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.
5. 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.
6. 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?

- All members of school staff have a legal power to use reasonable force – as referenced in Section 93 of the Education and Inspections Act 2006
- 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.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In the school, force is used for two main purposes – to control pupils or to restrain them.
- 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.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

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

The School cannot:

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

Power to search pupils without consent

In addition to the general power to use reasonable force described above, the head teacher and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items" as referenced in 3 Section 550ZB(5) of the Education Act 1996:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force **cannot** be used to search for items banned under the school rules.

Separate guidance is available on the power to search without consent – see the 'Further sources of information' section for a link to this document.

Communicating the school's approach to the use of force

- The school is required 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.
- The school acknowledges its legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).
- The schools does **not** require parental consent to use force on a student.
- The schools does not have a 'no contact' policy as such a policy could 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.
- By taking steps to ensure that staff, pupils and parents are clear about when force might be used, the school is confident that it has reduce the likelihood of complaints being made when force has been used properly.

Using force

A panel of experts (Physical Control in Care Medical Panel - 2008) 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
- the 'nose distraction technique' which involves a sharp upward jab under the nose.

Staff training

In providing staff with training the head teacher considers whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the pupils when doing so.

Telling parents when force has been used on their child

It is good practice to speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents. As a school we would normally record incidents and report the use of force to parents (fathers as well as mothers, unless otherwise stated).

In deciding what is a serious incident, the head teacher should use their professional judgement and consider the:

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

- the child's age.

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

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- 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.
- When a complaint is made the onus is on the person making the complaint to prove that their allegations are true – it is not for the member of staff to show that they have acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Reference should be made to the "Dealing with Allegations of Abuse against Teachers and Other Staff" guidance (see the 'Further sources of information' section below) 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.
- The school 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.
- If a decision is taken to suspend a teacher, the school should ensure that the member of staff has access to a named contact who can provide support.
- The governing body should always consider whether a member of staff has acted within the law when reaching a decision on whether or not to take disciplinary action against the member of staff.
- As an employer, the school has a duty of care towards their employees. It is important that the school provides appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

What about other physical contact with pupils?

- 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.
- 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
  - To give first aid.

Appendix 5: Context and Background

When considering behaviour and discipline we refer to the following Biblical teaching about children:

Their value to God

He called a little child and had him stand among them. And he said: I tell you the truth, unless you change and become like little children, you will never enter the kingdom of heaven. Therefore, whoever humbles himself like this child is the greatest in the kingdom of heaven. And whoever welcomes a little child like this in my name welcomes me. But if anyone causes one of these little ones who believe in me to sin, it would be better for him to have a large millstone hung around his neck and to be drowned in the depths of the sea. Matthew 18:2-6

Their need to be taught, encouraged and disciplined wisely by parents and teachers

Train a child in the way he should go, and when he is old, he will not turn from it. Proverbs 22:6
Fathers do not exasperate your children; instead, bring them up in the training and instruction of the Lord. Ephesians 6:4
For you know that we dealt with each of you as a father deals with his children, encouraging, comforting and urging you to live lives worthy of God, who calls you into his kingdom and glory. 1 Thessalonians 2:11

Other Biblical principles are:

a. Every child is a gift from God and belongs to God.
b. Children are born in innocence; however, they have a natural tendency to break God`s moral code if left to their own devices.
c. Every child has a moral sense centred in the conscience which has the capacity to be developed correctly or dulled and made ineffective.
d. Parental guidance is essential for the correct development of the child`s faculties – spiritual, emotional, mental, physical.
e. Love and correction are the two guiding principles for nurturing the child; every child needs to be respected and valued.
f. The school has delegated authority from the parents.
g. Everyone is under God's authority, teachers and pupils alike. All wrong behaviour must be dealt with in an impartial manner. Once mitigating circumstances have been considered and our response is set in the context of our discipleship model (see below).

Discipleship Model and Behaviour Plans

As teachers, we are here to help each child/young person to develop their God given potential in a safe, secure and loving environment. Our role is one of discipleship, training each child to make good choices as they grow and develop. Therefore, our approach to behaviour and disciple is set in the context of this discipleship model. Also, for some pupils on the ALPs register there will be a specific behaviour plan which will set simple targets for behaviour with strategies to help the child modify their behaviour appropriately.

In addition, it is recognised that the government has a duty of care in providing legislative frameworks for schools. We have therefore complied with The DfE ''Behaviour and discipline in schools' Advice for headteachers and school staff January 2016' and the following general reference pages to latest legislation advice and guidance: Behaviour and discipline in schools.

Associated Resources:

1. Use of reasonable force in schools - GOV.UK
2. Searching, screening and confiscation at school - GOV.UK
3. School exclusion - GOV.UK
4. Keeping children safe in education - GOV.UK
5. SEND code of practice: 0 to 25 years - GOV.UK
6. The Government's former expert adviser on behaviour, Charlie Taylor has produced a checklist on the basics of classroom management, which teachers can use to develop 5 - 10 essential actions to encourage good behaviour in pupils. Charlie Taylor's Behaviour Checklist

Relevant Legislation

Education Act 1996
School Standards and Framework Act 1998
Education Act 2002

Education and Inspections Act 2006
School Information (England) Regulations 2008
Equality Act 2010
The Education (Independent School Standards) (Amended) (England) Regulations 2014
Education Act 2011 Schools (Specification and Disposal of Articles) Regulations 2012
The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012.

Appendix 6: Good Behaviour Website Statement

Good Behaviour

These following principles inform the Behaviour Policy. They are regularly reviewed by the Governing body at Christian Fellowship School and are the basis upon which the Head Teacher and staff at CFS set and deliver the behaviour policy. The standard of behaviour expected at CFS reflects God's commands to love Him, other people and creation as well as ourselves. This is because He loves all people and His earth deeply and sacrificially.

Values contained in the School Code of Conduct are understood biblically and as displayed in the life of Jesus, drawing on compassion, truth and integrity, respect for godly authority, kindness and friendliness.

For pupils, key behaviours and attitudes are assessed and included in the report to parents up to twice a year.

Principles include

- Keeping themselves and others safe and happy
- Building community by being friendly and helpful to others
- Contributing to the learni TV ng community at class and school level
- Behaving in a wholesome way that honours Christ and encourages others towards positive behaviour and in a journey of faith in Him
- Setting an example to younger pupils and respecting older ones
- Showing courtesy towards adults and respect for the role of teachers
- Demonstrating an age-appropriate maturing process in matters of conscience and character building
- Understanding processes related to human failings e.g. correction and forgiveness
- Telling the truth as a courageous behaviour that keeps consciences sensitive and promotes fair judgements about behaviour.

Clear Expectations and Rules

- The senior leaders and teaching staff have high expectations of all pupils. Many pupils generally apply parental guidance and make good choices. School rules give practical details of how the principles work out in different settings. The code of conduct for LS MS and US is displayed in appropriate places in the school.
- The playground and general indoor environment provide opportunities for pupils to behave in a safe and trustworthy way in less closely supervised situations.
- Classroom rules are concerned with workmanship, consideration of the learning needs of others and respect for the teacher.
- Some lessons or specialist rooms have detailed health and safety rules which must be learnt and adhered to
- Field trips, educational visits and residential activities have particular rules based on minimising risks and presenting a good public image
- The dress code demonstrates an identification with and pride in all that CFS stands for.

Rewards and Reinforcement of Good Behaviour

- There is an automatic and intrinsic reward for good behaviour in the level of trust and freedom allowed and the good relationships and happy atmosphere enjoyed
- The school primarily uses the 'House 'system to reward good conduct/work with points that contribute to the house; personal success is also rewarded in the form of certificates and trophies
- Praise and commendation are used as often as possible. Good behaviour usually gives pleasure to someone else and the relational aspects are valued
- Lower School operate a 'traffic light' system to teach young children to modify behaviour
- Good work is rewarded by being published in some way or by showing it to another person for praise
- Other rewards include special privileges and activities such as "golden hour" or special treats and letters of commendation home.

Discipline

- We endeavour to observe and prevent poor behaviour where possible. Otherwise, we try to intervene early to minimise disruption or to stop escalation
- Discipline targets the behaviour, not the person, and is dealt with on the basis of the **principles behind the behaviour** eg. disrespect or dishonesty, etc.
- The school operates an **assertive discipline** policy. This means that where the boundaries are clear and sufficient warning about consequences given, and the pupils are of an age of understanding to control their behaviour, then staff will act decisively if they observe poor behaviour. They will take exception to behaviour as unacceptable because of the principle being broken and the negative effect or potential consequences. To minimise disruption to lessons a pupil will be removed (exit procedure) and will often have a reflection time using a prompt sheet (eg. Reflection Sheet) before the matter is discussed and a sanction applied if appropriate. Where poor behaviour is reported, then an investigation will precede action.
- Being 'on report' is a sanction to alert staff to a situation that needs monitoring until the pupil can regain trust and good habits.

Sanctions

- The level of sanction reflects the seriousness of the misbehaviour, the need for justice to be seen but also the responsiveness of the pupil. Honesty and remorse may not deflect a consequence but will definitely restore relationships quickly, clear the conscience and allow for a fresh start.
- Sanctions are designed to reflect a natural consequence where possible eg. detentions as time penalties are usually for lateness, for time wasting or not giving enough time to something
- Community service may be used to restore a situation; if the environment has been disrespected then a practical chore may be given; if someone's property is damaged or offence given then a task involving serving the person may be used
- Sanctions relating to an affront to the community, at class or school level, usually involve loss of community inclusion such as: a short removal from a lesson, missing a social time, a period of work isolation, or suspension and ultimately exclusion. See full Behaviour policy

Parents

- Where a pattern of behaviour begins to build or where a serious incident occurs, we endeavour to inform parents and seek their involvement
- Pupils usually value their parents' opinion, highly, therefore at CFS we encourage parents to praise positive behaviour generously and reinforce appropriate sanctions for poor or negative behaviour, bearing in mind that restoration of relationship should always be part of the process.

Appendix 7: Suspension and permanent exclusion procedure

Suspension procedure: If a pupil's behaviour reaches the threshold for suspension (see Behaviour Policy table), parents of pupils should be contacted by the Head of School to explain the behaviour issue and the reason for the sanction being imposed. This contact should be made by phone call or face-to-face conversation before the pupil leaves school at the end of the school day. The length of suspension will be clarified during this phone call and the procedure for re-entry to school following the suspension will be explained. This conversation should be followed up by an email to the parent outlining all these points and should be sent on the same day.

Parents should be encouraged to discuss the situation with their child that evening and inform the Head of School if there are any circumstances that we should be made aware of that might shed additional light on the situation. A phone contact number and email address will be provided to parents. This is especially important if the sanction is imposed on a Friday and parents may need to contact the Head of School over the weekend to communicate further information. Parents may ask the Head of School and/or the Head Teacher for further clarification about the rationale and evidence for the suspension sanction. This should normally done before the start of the next school day. If the Head Teacher considers that the parents' concerns have substance or warrant further investigation, the decision to impose the suspension will be reviewed.

Until further investigations have taken place, the pupil will remain in school, subject to a risk assessment of the possible harms to other pupils. (This might involve some form of separation from other pupil(s) who might be at risk of harm.) Where appropriate, other pupils who have or could be impacted by the decision will be informed about the stage the discipline process has reached. It is important that any further investigations are conducted as swiftly as reasonably possible without jeopardising a fair and thorough review of the evidence

If new information emerges from these conversations, the Head of School should discuss with the Head Teacher whether the sanction needs to be modified in any way or further actions taken to provide additional pastoral or educational support to the pupil.

Re-admission to the school community will require a face-to-face meeting between the Head Teacher and the pupil with one or both of their parents. At this meeting, the pupil will be invited to reflect on what they have learnt from the incident and the sanction and how they intend to make amends for any harm or damage done to people or property through their behaviour. Parents will be invited to explain any actions or sanctions they have taken or intend to take at home to support the pupil make the necessary changes to their behaviour. The school will make clear to the pupil and their parent(s) what would happen in the event of a repeat of the behaviour or similar infringements of the school code of conduct. At all times we will seek to offer a roadmap to repentance and restoration in line with our Christian values of forgiveness and the active seeking of a redemptive outcome.

The Head Teacher should inform the Chair of Governors about the suspension and briefly outline the reason without naming the child.

All stages of the discipline process should be fully documented.

Permanent exclusion procedure: Except in very rare circumstances where a one-off incident reaches the threshold for permanent exclusion (see Behaviour Policy above), permanent exclusion will be a final step following a series of lower level sanctions. Both the pupil and their parent will have been warned at various stages, including the re-admission interview following any temporary suspension, about the way the sanctions escalate when poor behaviour is repeated. Before a sanction of permanent exclusion is imposed, parents will be invited to an interview with the Head Teacher to discuss the best way to support the pupil to change their behaviour. For some pupils who may have got into a pattern of poor behaviour and unhelpful relationships, this might be best achieved by a change of setting and parents will be advised about the options that are available to them to voluntarily remove their child from the school.

If parents do not wish to remove their child voluntarily from the school, the Head Teacher will explain that the Chair of Governors will be informed that the school considers the pupil to be unmanageable in the CFS community setting and request that the Governors arrange a disciplinary hearing to decide on whether the pupil should be permanently excluded. This hearing should normally be arranged within 10 school days. During this time the pupil should not be allowed to be in school but should be set work at home, pending the outcome of the hearing.

The disciplinary hearing will involve the parents, the Head Teacher (and Head of School) and (if appropriate) the pupil, together with the Chair of Governors, the Governor with responsibility for safeguarding and two other members of the Governing Body. The Chair of Governors will take evidence from the Head Teacher and invite parents to present any further information they wish to have considered. Following the hearing, the Chair of Governors will confer with the other

members of the Governing body and reach a decision. If the Chair of Governors, in consultation with other Governors – and especially with the advice of the Governor with responsibility for Safeguarding – considers that the pupil's behaviour warrants a permanent exclusion, they will inform the parents in writing (by email) that the school can no longer educate their child. Parents will be advised on their right to appeal the decision.

To appeal the Governors' decision to permanently exclude their child, parents should put their appeal in writing to the Chair of Governors within five school days of the email about the permanent exclusion being sent. The parents' appeal should state any further evidence that they wish to be considered. The Governors will meet to consider the appeal and may invite the parents to clarify further the reasons for their appeal and the Head Teacher to clarify the reasons for the permanent exclusion. If the Governors uphold the appeal, the parents and Head Teacher will be informed of the decision and the pupil will be re-instated in school. The DSL will undertake a risk assessment to enable the school to put in place any necessary safeguarding measures, educational input or pastoral support deemed appropriate. If the appeal is not upheld, the parents and the Head Teacher will be informed and the pupil will be removed from the school roll. The Local Authority will be informed of the removal in line with our Attendance Policy. Pupils and staff in school will be informed of the reasons for the excluded pupil's removal from the school community, with appropriate encouragement to continue to pray for and demonstrate Christian attitudes towards the excluded pupil. Pupils will be advised that the excluded pupil should be removed from any school-associated social media groups (eg class WhatsApp group).