



Behaviour, Discipline and Bullying Policy.

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Woolpit Primary Academy

Policy: Behaviour, Discipline and Bullying Policy

Document Created by: Mrs Jen Carlyle 27 September 2017

Behaviour Principles Statement

The aim of this policy is to develop and encourage a responsible and caring attitude between all age groups in order that all members of the school community can work together with the knowledge that unacceptable behaviour, including bullying in all its forms, will be challenged and will not be tolerated on the school site, or off the school site where it is witnessed by a teacher or reported to the school.

Integral to our policy is to encourage the children to take responsibility for their own actions and to consider how they should keep themselves and others safe within the school environment. In addition, all members of our school community, including parents, must take shared responsibility for setting and maintaining high standards of behaviour, with a focus on positive behaviour management rather than punishment.

Staff use a positive approach to behaviour through encouragement and praise, by being constructive in approach and by including advice on how to improve behaviour when concerns are raised. Every effort is made to ensure that all rewards and sanctions are fair and consistent, and our system of sanctions is used to deal with poor behaviour effectively and consistently, and any sanction issued will take into account any special educational needs or disabilities the pupil has.

Exclusion will only be used for the most serious incidents and in response to serious breaches of school policy. Where a pupil is felt to be of serious risk of exclusion or disaffection, the school will establish a Pastoral Support Programme.

The policy document that follows explains in clear detail the aim of our policy, the approach to behaviour that we will take as a school, the importance of our relationship with parents, the rewards and sanctions that we use, and statutory guidance that informs our policy and will outline our powers with regards to discipline.

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Policy Background

By law, all state (not private) schools must have a behaviour policy in place that includes measures to prevent all forms of bullying among pupils. Schools must also follow anti-discrimination law. This means staff must act to prevent discrimination, harassment and victimisation within the school¹.

We also have a statutory power to discipline pupils for misbehaving outside of the school premises, and our behaviour policy will also set out what we will do in response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.

Policy advice has been taken from 'Behaviour and Discipline in Schools: Advice for Headteachers and School Staff'², which has been issued by the Department for Education (DfE) in July 2013 and was updated in September 2014. Key points from this advice are outlined in Appendix 1.

Every classroom contains a copy of this policy, a copy of this policy is also available on the school website and a hard copy can be obtained from the school office on request.

1.0 Aim

At Woolpit School we believe:

- All pupils have a right to learn and thrive within a safe and secure environment
- All adults have a right to be able to do their job in safety
- Every pupil can behave well
- Children should be responsible for their own actions

The aim of this policy is to develop and encourage a responsible and caring attitude between all age groups in order that all members of the school community can work together with the knowledge that unacceptable behaviour, including bullying in all its forms, will be challenged and will not be tolerated on the school site, or off the school site where it is witnessed by a teacher or reported to the school.

Integral to our policy is to encourage the children to take responsibility for their own actions and to consider how they should keep themselves and others safe within the school environment. In addition, all members of our school community, including parents, must take shared responsibility for setting and maintaining high standards of behaviour, with a focus on positive behaviour management rather than punishment.

2.0 Code of Conduct

¹ <https://www.gov.uk/bullying-at-school>

² This document can be found at: <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

A code of conduct which forms the basis of our behaviour policy has been drawn up to enable the children to integrate into the school in a calm and happy manner. Our code of conduct states that pupils should be :

Ready

Respectful

Safe

3.0 Partnership with Pupils

We think that our pupils should have a voice when it comes to creating a positive learning environment within the school. As part of this the whole school, split into houses, discusses matters relating to behaviour in school at regular intervals.

We also ask students, where age appropriate, to sign their Home-School Agreement along with their parents / carers. Please see Section 4 for more details.

4.0 Partnership with Parents and Carers

The school believes that it is essential for the school and parents / carers to work together in order for a behaviour policy to be effective, and that there are several strands to this relationship:

4.1 Attendance

The foundation of our behaviour policy is based upon both punctual and good attendance as research has shown that good attendance has a positive impact on behaviour, which in turn helps to underpin academic achievement. With regular good attendance a child is more likely to feel part of the school community, be committed to and bound by the behaviour ethos within the school, and be ready to learn.

Our expectation is for an average attendance of 96% over the course of a year. Any attendance that falls below 90% for an individual pupil during a term will be monitored by the Local Authority Attendance Officer, and parents / carers could find themselves subject to Local Authority fixed penalty notices.

For more detailed information about the legal duties of parents and carers with regards to school attendance, and about the schools approach to attendance, please refer to our Attendance Policy. This is available online, or a copy can be requested from the school office.

4.2 Home-School Agreement

Parents and carers, pupils and the school sign up to the Home-School Agreement, which includes statements about behaviour and discipline. Parents and carers are expected to support the school behaviour policy and staff are expected to respect the wishes of parents and the individual rights of pupils.

A copy of the Home-School Agreement can be found in Appendix 2.

4.3 Communication

Good home-school communication is essential, and as soon as a pupil's behaviour is giving cause for concern staff will liaise with parents and carers.

We live in challenging times and we understand the impact on a child's behaviour from difficulties and pressures which may arise from issues such as unstable family relationships, unemployment, homelessness, family bereavement and illness. Please do let us know of anything that you feel may have an impact on your child's behaviour so that we can work with you to support your child.

Staff are always available on the playground before school and after school to talk to parents who have any concerns – these meetings can be arranged directly with your child's teacher.

5.0 Behaviour for Learning – 'Ready'

We believe that pupils' attitudes to learning should be of an equally high standard across subjects, years and classes, and that pupils should understand the importance of good attitudes and behaviour in school life, adult life and work. The principles of 'Behaviour for Learning' are used across school – staff refer to them as being 'Ready' and the expectations are as follows:

- Pupils enter the classroom in a quiet, orderly manner at the beginning of the day, after break, after lunch and when returning to their classroom, for example when they are returning from assembly or a PE lesson.
- Pupils are quickly settled, focused and ready to learn when entering the classroom.
- Pupils take increased responsibility for having the necessary equipment ready for lessons as they progress through the school – they are properly prepared for each lesson, from pencil to PE kit.
- Teachers create a 'climate for learning' within classrooms in which pupils' excellent conduct and behaviour promotes high standards.

6.0 Our Approach

Staff use a positive approach to behaviour through encouragement and praise, by being constructive in approach and by including advice on how to improve behaviour when concerns are raised. (Voluntary helpers do not have a right to discipline pupils. In all cases we expect volunteers to refer an incident or concern directly to the class teacher or Headteacher.)

With regards specifically to bullying we have a zero tolerance approach and this is outlined in more detail in Section 12.

We use a variety of methods to encourage positive behaviour and address pupil behaviour:

- **School rules:** Are on display and known by all children. They are discussed in house meetings and assemblies.
- **Class expectations:** These are based on the main school rules, are discussed and agreed with the children at the beginning of the school year and displayed in each class.

- **Regular reminders:** At the beginning of each term, pupils discuss what is meant by acceptable behaviour with their class teacher and what they should expect to happen if their behaviour is not acceptable.
- **Class circle time:** is used as a means of developing self-esteem and respect for others.
- **Monitoring:** Individual behaviour is monitored by class teachers and the Lunchtime Leader Mrs Pryke. Class teachers are responsible for keeping behaviour records and informing the Headteacher about pupils whose behaviour is a cause for concern. The Headteacher will keep a record of any further concerns, or about issues brought directly to his / her attention, and will liaise with parents in accordance with this policy.
- **Rewards and sanctions:** These are discussed in more detail in Sections 7 and 8 respectively.

7.0 Rewards

Teachers have a duty to supervise their teaching group and maintain good order and discipline. Every effort is made to ensure that all rewards and sanctions are fair and consistent.

We aim to give praise in many ways, including the following:-

- written comments on work, which praise work and work ethic
- a 'reward' from the class teacher or teaching assistant
- a visit to another member of staff or the Headteacher for commendation
- a public word of praise in front of the class or whole school
- public acknowledgement by presentation at a celebration assembly
- a system of house points
- Positive letter home
- use of school reports to comment positively about behaviour, involvement in school and community life, and positive general attitudes, as well as academic achievements
- opportunities to undertake specific areas of responsibility
- Name on the 'Above and Beyond' board

8.0 Sanctions

We use a clear system which enables the students to understand what we mean by poor behaviour, and what the sanctions will be.

- A quiet warning – if possible out of hearing of others
- A second warning- this time reminding child of consequences of continuing with poor choices
- Caution – 2 minutes off breaktime/ lunchtime attached
- Time out – 5 minutes out of the classroom to think about behaviour
- Sent to another classroom with work to complete – class teacher will inform parents. Where practical, any incomplete work will be sent home to finish.
- More than two removals from the classroom over 5 days will result in a Home School book to keep parents fully informed of positives and negative choices through the day. The headteacher will discuss pupil's behaviour in regular meetings with the pupil and parents.
- If behaviour has not improved over two weeks then a pupil behaviour plan will be put in place. Regular meetings with the child and parents will be required. Outside agency support may also be sought.

8.1 Low Level Disruption

Continued low level disruption can be extremely detrimental to the outcomes of everyone in the class. At Woolpit Primary Academy, we take this impact extremely seriously and continued low level disruption will be dealt with seriously and promptly. Sanctions will be followed as above.

8.2 Repeated / Severe Disruption

Any pupil who is repeatedly disruptive and dangerous within the classroom will be dealt with by the Headteacher. Their behaviour will be recorded in our Incident Log which is used to monitor behaviour. In such cases pupils can expect to be put on to a Pupil Behaviour plan. Support from outside agencies will be brought in where appropriate.

We believe that parents should be involved with supporting our behaviour policy and will be kept informed by phone, email or through regular scheduled meetings.

8.3 Dealing with Serious Incidents

The Headteacher deals with serious incidents in a manner appropriate for each situation. Parents and carers are involved immediately, and the incident is recorded in the Incident Log. Detentions are not used as a punishment in these circumstances.

Examples of serious incidents are:

- Bullying, in any shape or form (see Section 12 for more detail)
- A breakage or damage to property (see Section 13 for more detail)
- Abusive and / or offensive language
- Deliberate injury to a member of staff, another pupil or visitor

- Malicious accusations towards staff
- Continual disruption in the classroom or playground, which seriously affects the education of others
- Where behaviour threatens the safety of others.

Where a pupil is involved in a serious incident, the pupil can expect:

1. The Headteacher will consider excluding the pupil for a fixed period of time,
2. If the behaviour of the pupil involves unacceptable behaviour outside of learning time (for example before registration, or at lunch-time), the Headteacher may consider exclusion of the pupil from the school premises during that time.
3. Where a pupil is felt to be of serious risk of exclusion or disaffection, the school will seek support from Behaviour Support Services. Parents / carers may be asked to support a referral to the Behaviour Support Service in order for the school to access the additional support and / or guidance.
4. Permanent exclusion would not normally be used for a first serious incident, however this can be used by the headteacher in exceptional cases if the exclusion is in response to a very serious incident. An example of this could be violence towards a member of staff or student where the action to permanently exclude would be to protect the pupils and staff in the school.
5. Permanent exclusion can be as a result of a number of serious offences, which have resulted in fixed term exclusions and where the decision not to permanently exclude would put children, staff or the child at risk.

8.4 Behaviour Outside Learning Times, and Outside the School Gate

Our school ethos towards behaviour and our behaviour policy will apply to the whole school day, this includes behaviour on school premises prior to registration and at the end of the school day, during break and lunch times, and on school transport.

It will also include misbehavior outside the school premises in line with our statutory power to discipline pupils for misbehaving outside the school premises where it is witnessed by a staff member or reported to the school. Our power to regulate pupils' behaviour in these circumstances is "to such an extent as is reasonable."³

8.4.1 On School Transport

Pupils who travel on school transport are expected to behave sensibly and follow the school rules. Poor behaviour will be reported to the school by drivers, and fed back to parents / carers, and school and Suffolk County Council guidelines followed with regards to sanctions.

8.4.2 Break Times and Lunch Times

³ DfEs, July 2013, Behaviour and Discipline in Schools: advice for Headteachers, School Staff and Governors (updated September 2014), p.10

Our rules and expectations will continue to be upheld at breaktime and lunchtime with a continuing focus on celebrating the excellent examples of good behaviour. Poor choices will be dealt with in accordance with our sanctions. (see above)

Play-times

Children are expected to go outside at break times unless the duty member of staff considers the weather unsuitable. In exceptional circumstances, and where a parent or carer has contacted the school, a child may stay in during playtime if there is a good reason to do so.

Any incidents reported during break or lunch times will be passed to the pupils' class teacher at the end of lunchtime. Serious incidents and severe disruption at break time or lunch time will be referred to a senior teacher immediately.

8.4.3 Outside the School Gates

Sanctions for poor behaviour outside school will be dealt in a manner consistent with those in school as outlined in Sections 8.1, 8.2 and 8.3, and in line with the guidance issued by the DfE which is discussed in more detail in Appendix 1, Section 3. The only difference is that parents / carers will be informed of **any** incidents of poor behaviour reported to us.

8.5 Confiscation of Inappropriate Items

Every school has legal powers which give them:

- A general power to discipline – which enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability. We will always advise parents of any confiscation, retention or disposal of a pupils property, when such property will returned, and of any necessary additional sanction in line with our sanction policy.
- The power to search without consent for weapons, knives, alcohol, illegal drugs and stolen items (prohibited items). Parents will be informed if we have found it necessary to search without consent, of the outcome of any search and of any necessary additional sanction in line with our sanction policy.

Any prohibited items that are confiscated either as a result of our power to search, or as a result of the pupil handing them over voluntarily, will always be handed over to the police.

Appendix 1, Section 5.0 discusses this in more detail.

9.0 Exclusions

Exclusion will only be used for the most serious incidents and in response to serious breaches of school policy, as outlined in Section 8, or to breaches of the law. **The Headteacher has sole responsibility to exercise the power to exclude.**

There are two types of exclusion – a fixed term exclusion (FTE) and a Permanent Exclusion (PEX).

A FTE is a short exclusion from the school for a set number of days and a PEX is where a child is permanently removed from the school. A PEX is the last resort and will only follow where reasonable steps have been taken to avoid excluding the child, and only after a decision has been made that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil, or to others in the school.

The Headteacher monitors all potential exclusion cases, and when considering the exclusion of a pupil, the Headteacher will follow the latest DfE guidance and seek advice from the Local Authority and the MAT.

10.0 Special Educational Needs and Behaviour

Where a pupil's behaviour continues to cause concern and there are concerns about possible special education needs, consultation with the parents / carers and the Special Educational Needs Coordinator (SENCo) will take place and, **if deemed appropriate**, school-based stages of assessment as set out in the Code of Practice for Children with Special Educational Needs⁴, will be used.

11.0 Safeguarding and Behaviour

If the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm, staff will follow the schools Safeguarding Policy. Any behaviour that is a cause for concern must be reported to the Senior Designated Person (Mrs Jen Carlyle), or the alternate Senior Designated Persons (Miss Jess Smart or Mrs. Philippa Holmes). Staff must also consider whether continuing disruptive behaviour might be the result of un-met education or other needs. If this is the case, a multi-agency assessment must be considered. The Headteacher and SENCo (if appropriate) must be informed as soon as concerns of this nature arise.

12.0 Bullying

Bullying, including racial and sexual harassment, is not acceptable at our school in any form.

Bullying is defined as:

An action or actions which are carried out over a period of time, by one or more people to hurt, frighten or intimidate another child or group of children, whether based on their race, religion, gender, sexual orientation or not. This may include name-calling, including racist or homophobic names, being kicked, pushed or hit deliberately or threatened in any way. It may also involve having something taken or broken, having work spoilt, being excluded by others, being frightened by someone or being told to do something by someone else against your will. It also includes cyber bullying – bullying via mobile or online (e.g. through email, social networks, and instant messaging services).

Bullying can be brought to the attention of staff by the victim(s), their friend(s), their parents / carers or other people who are concerned that bullying may be taking place.

⁴ For pupils whose SEN were identified before September 2014 the code of practice can be found here: <https://www.gov.uk/government/publications/special-educational-needs-sen-code-of-practice> and for pupils whose SEN were identified after September 2014 the code of practice can be found here: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

There is no single pattern of bullying behaviour, nor is there a stereotype of the bully or the victim.

12.1 Strategies to Prevent Bullying

We do all that we can to prevent bullying:

- We give the children opportunities to talk generally about bullying and we raise their awareness through curricular activities (particularly through the Personal, Social, Health and Economic (PSHE) Scheme of Work) and through the ethos of the school.
- We teach children the importance of e-safety and ensure that they know and understand how to respond to cyber-bullying.
- We monitor those areas of the school where bullying can occur more easily.
- We ensure the children know there are procedures that they can follow if they are bullied, or if they witness bullying, and that they can report bullying to any adult in confidence.
- We listen to parents concerns about the victims or bullies.
- We look for indicators and warning signs.
- We praise co-operative work and non-aggressive behaviour and make reference to effective role models and strategies in order to reinforce positive behaviour.

12.2 Strategies for Dealing with Bullying

Extensive research has shown that bullies are often victims too, which can be why they bully. As a result, the emphasis at our school is always on a caring and listening approach to the victim and the bully.

We take accusations of bullying very seriously, and will always follow these up. The following is a list of actions available to staff depending on the perceived seriousness of the situation.

1. Discussions at length with the victim. This will require patience and understanding. A written record of this discussion should be kept and passed to the Headteacher.
2. Identification of the accused bully / bullies and any witnesses.
3. Advise the Headteacher of the incident/s in order and discuss whether the class teacher should pursue the matter or pass it to the Headteacher. All discussions and actions will be recorded, and details of these kept by the Headteacher.
4. Discussions with the accused bully and witness/es. It will be made clear that bullying is not acceptable and that they must tell the truth. A written record of this discussion will be kept by / passed to the Headteacher.
5. If at this point the bully / ies own up, then the Headteacher (or class teacher) will:

- Speak separately to the parents of the bully / bullies and victim/s
 - Issue a verbal warning and an appropriate sanction consistent with our behaviour policy, which may include withdrawal from favoured activities, loss of playtimes, and in more serious cases, exclusion from school. Any sanction issued will take into account any special educational needs or disabilities the pupil has.
 - Continue monitoring the situation by observing at playtimes / lunchtimes (play will be restricted to the playground) and having regular discussions with the victim to ensure that there is no repetition.
6. If they do not own up, the Headteacher will pursue the matter by holding separate discussions with the parents of the accused bully / bullies and victim /s. Further investigations will continue and if the person accused is found to have been bullying then the steps will be followed as outlined in point 5 above.
7. When the behaviour of the bully improves, sanctions will be removed.

All incidents of bullying behaviour are recorded in our Incident Book. Repeated incidents of bullying will not be tolerated and students and parents are made aware that the Headteacher will follow the sanction and exclusion policy as outlined in Sections 8 and 9.

13.0 Damage to Property

Where damage to school property occurs as the result of a deliberate or thoughtless action, the parents of the pupil concerned will be asked to pay for the repair. Pupils are responsible for their own personal property and should not bring valuables or money to school. Theft or damage of one pupil's property by another will result in both parties parents being notified in writing. The school does not accept responsibility for pupil's possessions.

14.0 Use of Reasonable Force to Control or Restrain Children

If a pupil behaves in a way which may cause them to injure themselves or others, or cause damage to property, or compromise good order discipline, then all teachers at the school and Classroom Assistants who have been employed to work specifically with children who have been identified as having special needs are authorised to use reasonable force to restrain or control.

The school follows advice on use of reasonable force to restrain or control as issued by the DfE in their 2013 guidance document 'Use of Reasonable Force: advice for Headteachers, Staff and Governing Bodies.'⁵

Use of reasonable force at our school is minimal. In the past it has largely related to the necessity to remove a child whose disruptive behaviour is having an impact on their own safety and / or the safety and / or learning of other children in the class, and is used to allow the child to calm themselves.

We will always explain the need to remove a child from the class as a consequence of the child's behaviour **before** it is carried out in order to give them an opportunity to take some responsibility for

⁵This document can be found at: <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

their current behaviour and respond positively to choice. If however a child is unable or unwilling to address their disruptive behaviour the child will be sent or taken to another classroom or quiet place under supervision. Use of reasonable force or restraint may be considered necessary in only the most extreme circumstances, for example when it is impossible to move the rest of the class to a safe place to continue their learning, or we feel that safety of the child or others is compromised. In such cases this will only be carried out by staff trained and authorised to do so.

Where force or restraint is used, an incident report will be completed and parents informed.

15.0 Equal Opportunities

It is an expectation that every member of the school should be treated fairly and consistently within the rules of this policy document irrespective of their gender, race, nationality, sexual orientation, creed, ability or special educational need. The school will follow national policy guidance from the DfE and Local Authority advice on this matter.

16.0 Working with Other Agencies

Where appropriate the Headteacher and staff will work with other outside agencies in order to ensure that we achieve the aims of our behaviour policy.

17.0 Policy Monitoring, Evaluation and Review

The Governing Body has a duty under Section 175 of the Education Act 2002, requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children, and they have a general duty to eliminate discrimination under Section 149 of the Equality Act 2010. As a result of this duty behaviour incidents and discipline are reviewed at every full Governing Body meeting.

In addition, the effectiveness of this policy and the policy itself is reviewed annually by the Personnel Committee and ratified by the whole Governing Body, and updated versions made available for staff, parents and pupils.

Signed: _____

Date: _____

Appendix 1: Key Points from the DfE guidance 'Behaviour and Discipline in Schools: Advice for Headteachers and School Staff

Teachers have statutory authority to discipline pupils for misbehavior which occurs in school, and in some circumstances outside of school.

The power to discipline also applies to all paid staff (unless the headteacher says otherwise) with the responsibility for pupils, such as teaching assistants.

The headteacher is required to set out measures in the behaviour policy which aim to:

- Promote good behaviour, self-discipline and respect
- Prevent bullying
- Ensure that pupils complete assigned work
- Regulate the conduct of pupils

The standard of behaviour expected of all pupils is included in the school's home-school agreement (Appendix 2) which parents / carers are required to discuss with their child and sign following their child's admission to a school.

1.0 Teachers Powers

- Teachers have a statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006). The power also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils for misbehaviour outside school.
- Teachers have a specific legal power to impose detention outside school hours.
- Teachers can confiscate pupils' property.

2.0 Sanctions – what the law allows:

Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil. To be lawful, the punishment (including detentions) must satisfy the following three conditions:

1. The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the head teacher

2. The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
3. It must not breach any other legislation (for example in respect of disability, Special Educational Needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

Sanctions must be reasonable and proportionate in the circumstances, and take account of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

Corporal punishment is illegal in all circumstances.

3.0 Pupils' Conduct Outside The School Gates – Teachers' Powers What the law allows:

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives headteachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

The school's behaviour policy should set out what the school will do in response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.

Subject to the school's behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity,
- travelling to or from school,
- wearing school uniform or in some other way identifiable as a pupil at the school,
- or is misbehaving at any time, whether or not the conditions above apply, in such a way that their behaviour:
 - could have repercussions for the orderly running of the school,
 - poses a threat to another pupil or member of the public, or
 - could adversely affect the reputation of the school.

4.0 Detention – what the law allows

Teachers have a legal power to put pupils (**aged under 18**) in detention, and schools must make clear to pupils and parents that they use detention (including detention outside of school hours) as a sanction.

Teachers do not need to give 24 hours notice before a detention can take place. While we do not use detention outside normal school hours, the times outside normal school hours when detention can be given (the 'permitted day of detention') include:

- any school day where the pupil does not have permission to be absent;
- weekends - except the weekend preceding or following the half term break;
- non-teaching days – usually referred to as 'training days'

The head teacher can decide which members of staff can put pupils in detention.

4.1 Matters schools should consider when imposing detentions

Parental consent is not required for detentions.

The school must act reasonably when imposing a detention as with any disciplinary penalty. In addition, when deciding the timing, the teacher should consider whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient.

With lunchtime detentions, schools should allow reasonable time for the pupil to eat, drink and use the toilet.

5.0 Confiscation of Inappropriate Items - What the law allows

There are two sets of legal provisions which enable school staff to confiscate items from pupils, the general power to discipline and the power to search without consent which were described in Section 8.5. The document 'Screening, Searching and Confiscation: advice for headteachers, school staff and governing bodies' (DfE, 2014) clearly describes what the law allows the school to do in more detail, and can be found at <https://www.gov.uk/government/publications/searching-screening-and-confiscation>.

6.0 Power to use Reasonable Force

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Separate advice is available in 'Use of Reasonable Force: advice for Headteachers, Staff and Governing Bodies and can be found at: <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

7.0 Other useful links

Exclusions Guidance

<https://www.gov.uk/government/publications/school-exclusion>

Safeguarding Guidance

<https://www.gov.uk/schools-colleges-childrens-services/safeguarding-children>

Appendix 2: Home-School Agreement