

**ST. FRANCIS' CATHOLIC PRIMARY SCHOOL**  
**Whyteleafe Road**  
**Caterham**  
**Surrey**  
**CR3 5ED**

## ***Behaviour Policy***

### ***2023-2025***



***Reviewed: Spring 2023***

***Next Review: Spring 2025***

# St Francis' Catholic Primary School

## Behaviour Policy

### Vision

To provide an excellent education and wider opportunities where all members of our school community will grow and realise their potential through encouragement and perseverance in a safe environment.

*In God's love and inspired by our faith, we respect, reflect, achieve and grow together.*

### Mission Statement

Through God's love and with guidance from the Holy Spirit, we the St Francis' Community, share our Catholic Faith. We seek to nurture in our school family an understanding of the importance of Christian values, forgiveness and reconciliation and a deep love and lifelong commitment to God.

At St Francis', all members of our school community value and develop the unique strengths and gifts of one another and of our pupils. We strive to provide an excellent education and wider opportunities for the children entrusted to us, so that our pupils may grow and realise their potential through self-belief, perseverance and resilience.

Staff, Families, Governors and Parishes work in partnership and, inspired by our faith, we support the children of St Francis'. We encourage everyone to shine, to have pride in their achievements, to show concern for others and to contribute to society as responsible citizens.

## Behaviour Policy

### Intent

At St Francis' Catholic Primary School we have high expectations of pupil behaviour. We believe that good behaviour is fundamental to a happy and successful school. The promotion of good behaviour is of the highest importance. We have high expectations of our pupils' behaviour and we foster mutual respect between pupils and between staff and pupils.

### We intend:

- To promote positive relationships, good behaviour, self-discipline and respect
- To prevent bullying
- To ensure that pupils complete assigned work
- To regulate the conduct of pupils

As children develop, so their sense of responsibility increases. An important role of the primary phase of education is to develop a sense of personal and corporate responsibility and to begin to develop a good understanding of what is right and wrong.

### Equality

This policy meets the school's public sector equality opportunity duties by promoting equality of opportunity and ensuring the dignity of all children is protected, under the nine protected characteristics, from discrimination, harassment and victimisation. We believe that diversity is a strength which should be respected and celebrated by all those within our school community.

## Behaviour and Discipline in Schools (DfE Guidance) Appendix 4

The DfE gives clear guidance to Headteachers and School Staff on Behaviour and Discipline in Schools

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

Key elements can be found at Appendix 4

### Implementation

#### How do we do this?

- We value all pupils; their opinions, their efforts, their varying cultures and we treat all pupils and adults with respect.
- We praise and promote a positive atmosphere in the whole school.
- We listen to children and take account of their individual needs.
- We have consistent high expectations.
- We tell children what is expected of them.
- We set achievable targets for behaviour and reward them.
- We reinforce good behaviour with descriptive praise.
- We will investigate thoroughly and apply sanctions consistently and fairly.
- We identify children who find some aspects of behaviour difficult and offer support.
- We talk about how their behaviour has been unacceptable.
- We involve parents if behaviour gives cause for concern.
- We explore moral issues in RE and PSHE lessons and in assemblies.

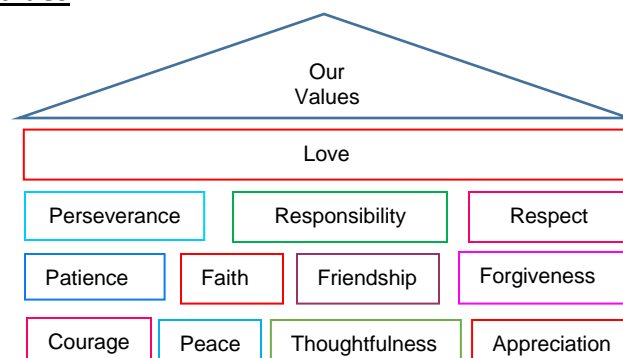
We also use THRIVE approaches across our whole school setting and these support our Behaviour Policy. The THRIVE approach supports and encourages the development of confident, curious, creative and capable children and young people, who are open to learning and better equipped to deal with life's ups and downs. We have a commitment to continually deepen our understanding of how social and emotional learning develops and how this can be supported in school.

Children are taught to understand, regulate and manage emotions;

- to apply thinking between feeling (sensation and emotion) and action;
- to increasingly show empathy and understanding to others;
- being taught the skills to develop resilience and responsibility in readiness for them taking their place in society.
- Being encouraged to take a sense of pride in themselves and to build self-awareness

**The Behaviour Grid/Ladder details the stages we will use (See below Page 9-10).**

### Christian Faith and Gospel Values



Our school life is based on our Christian faith and the Gospel Values. We respect each person as precious and equal in God's eyes and nurture tolerance and understanding of each other. Our values underpin all that happens in the school and provide the basis of our Mission Statement.

Our Catholic Faith and Gospel Values underpin the Behaviour Policy. When things go wrong, the children have five guides based on these Values.

1. Be honest with yourself
2. Tell the truth to others
3. Say sorry for any wrong doing
4. Give and accept forgiveness and consequences
5. Make up and try to avoid the same thing happening again

### **Behaviour Expectations (Children's Code of Conduct – Appendix 3)**

We expect all pupils, both in and out of school, to be excellent St Francis' role models for the school by:

- Showing respect, courtesy and good manners,
- listening to their teachers and adults who help them,
- following the School Rules (see below) and
- demonstrating via their behaviour that they know and understand our school Gospel Values and British Values.

### **Role of the Parents in Supporting the Management of Behaviour in School**

The parent's role begins before the child enters school and continues for many years after. It is a parent's role, as first educator of their child, to prepare their child to face the outside world.

Parents, working cooperatively with school staff should:

- support their child in adhering to the School Rules and Behaviour Expectations
- (Children's Code of Conduct), in and out of school and when online and using social media.
- work co-operatively with the school staff in addressing any behavioural issues;
- inform the school of any changes in circumstances that may affect their child's behaviour;
- discuss any behavioural concerns with the class teacher promptly

Parents have the task of building up their child's self-esteem, feeling of self-worth and developing positive attitudes and resilience. Children's first role models are their parents closely followed by the wider family and community including friends, teachers and teaching assistants. Children learn by example and will reflect what they see and experience around them:

- Tolerance of others
- Development of social skills eg. sharing, taking turns
- Respect for the rights and possessions of others
- The need to be good listeners
- A sense of right and wrong

Children will develop further social skills through their contact with others outside the home. These new skills will be additional to those they have learned from their family. They need to have an understanding of their family's standards first. They are then able to make valid judgements when comparing what others want of them, against what they understand is acceptable.

### Promoting good behaviour and relationships

The promotion of good relationships within school depends on five essential principles. Our success depends on these essential principles.

<b>Recognition</b>	We are all human beings created by God, and equal in the eyes of God. Therefore, we must not intimidate those who are different from ourselves
<b>Respect</b>	Other people may disagree with us and have a right to do so.
<b>Listen &amp; Reflect</b>	Listen and hear the other person's point of view.
<b>Understanding</b>	The other person has wants and needs.
<b>Forgiveness</b>	A development of Christian spirit that allows us to move forward so that we do not dwell on blame and condemnation.

### Poor Behaviour Incidents

When a child reports an incident, which has happened to them in school we use a restorative approach to help us resolve incidents of poor behaviour. This process can be used by Parents, Teachers and Teaching Assistants alike. This allows everyone involved in the incident to communicate what happened, play a part in fixing the situation and move forward positively. In keeping with our Catholic Ethos we try to move forward in a spirit of forgiveness. We should try not to look for blame. We should listen to both/all sides of the story as he or she sees it. We ask questions to help the child understand the circumstances and hopefully see the problem from both sides. We are thinking about how the child behaved, what feelings made them behave in that way and what they could do differently next time.

**Key Initial Questions:** Validating emotions of all pupils

Questions:

1. I can see you are upset I was wondering what has happened?
2. I can understand why you are upset. How were you feeling at the time?
3. How have you been feeling since?
4. How have your actions affected others?
5. What could you do differently next time?
6. How can you make the other person/people feel better?

Additional prompts:

- What happened before the incident?
- Who was there?
- What did they do?
- Were you able to tell an adult or ask for help?
- Is there anything we need to understand to help sort out this situation?
- Is there anyone else who is able to help?

We encourage the child to express how they feel about what has happened so that they are able to use reasoning and question and understand their own involvement. We discourage feelings of resentment and look

for a positive outcome – ways to make things better. It is a system that helps children to discuss issues and feelings and express themselves, thus building resilience and skills for the future.

## School Rules

At St Francis' we recognise that children have a right to dignity, to learn and to feel safe. We regularly monitor this through pupil interviews, behaviour logs, pupil questionnaires, and assessment data.

All pupils are expected to uphold the school values and always behave accordingly. Any incidents of poor behaviour will be dealt with in line with this Behaviour Policy.

A limited number of straightforward rules have been agreed, these rules are reviewed with the children in Assemblies, School Council meetings and lessons. The children are involved in devising, implementing and reviewing these rules.

- The children are aware that everyone has rights, which the whole community must protect to ensure each person's wellbeing.
- Pupils are responsible for their own behaviour and keeping the school rules
- Pupils should listen and follow all instructions from the adults who teach and help them.

The school rules are displayed prominently around the school and referred to by all staff.

### **Our 6 School Rules:**

*At St. Francis' we are here to learn.*

1. We always listen carefully so that we can learn and be safe.
2. We work hard and persevere to achieve our best.
3. We take responsibility for our actions.
4. We show good manners by being kind and treating others as we would like to be treated.
5. We value and care for our school and all the things in it.
6. We have the courage to follow Jesus' footsteps.

## Rewards and Consequences

### Rewards

It is very important that the children know from a very early age that each person deserves to be treated fairly, with equity and dignity and allowed freedom and space to develop and learn without interference from others. In order to promote good standards of behaviour there is an agreed school reward system, alongside appropriate consequences for those who choose not to comply.

At St Francis' members of staff recognise, model and celebrate the school values at all times around the school through informal and specific praise. Effort and achievement are always rewarded. All staff notice children's endeavours, however small. Pupils are expected to be kind, respectful and hardworking and be aware of each other's safety. When they demonstrate any of these attributes they will be commended. A variety of rewards are used in school depending on the age and ability of pupils, including housepoints, and positive behaviour is recognised in a weekly Celebration Assembly.

## **Consequences**

At St Francis we understand that all behaviour is a communicator of emotion and that all children, at some time or other, will fall short of the expected behaviour, but we work towards reconciliation and forgiveness in our community.

In order for children to be able to make the correct choices we need to help them understand why they are behaving in a certain way and what they can do differently next time. If a child is in an escalated state, we use Thrive (vital relational functions) strategies to de-escalate the situation. Children are also taught about neuroscience and what is happening in their brain when they are in an escalated state. We teach children to recognise these triggers through sensations in their body and at an appropriate age, children can then identify the emotions linked to such sensations. When the child is calm (this may not be immediately) we shine the light on the behaviour, have some reflection time and discuss appropriate consequences with the child. Parents are informed depending upon the severity of the actions. Low level behaviour is corrected in class, and higher level behaviour is escalated to the Senior Leadership Team and recorded on our whole school behaviour monitoring system - CPOMS. We teach children that every action has a consequence and share with them the expectations in the table below.

In consultation with the children we have agreed a step by step approach, so that inappropriate or unnecessary consequences are not used.

### **NOTE:**

1. Children cannot be withdrawn from PE or any Curriculum Area unless there is a safety issue, or they are disrupting the rest of the Class and stopping learning. In these circumstances children can be sent with work to another area (supervised).
2. Any child leaving the school grounds deliberately and without permission – the police will be phoned first, then the Parent as this constitutes a safeguarding issue.

## **Whole School Step by Step Behaviour Management Stages** (Appendix 1 Question Prompts)

Incidents are dealt with mainly through discussion with the child and when necessary the Parent/s.

Staff will talk to the children and work with them to understand:

- what they have done,
- what school rules they have broken
- what they must do to make amends and put things right
- to apologise
- to forgive

**Where necessary PSHE lessons and strategies such as ‘circle time’ will also be used to discuss issues.**

**Note:** The above actions are normally very effective in Early Years and Foundation Stage (EYFS) and Key Stage1, however if there is an occasion where there is serious, dangerous or persistent behaviour beyond what is considered age appropriate, the Senior Leadership Team (SLT) will be informed and we may apply Fixed Term Suspension/s/Permanent Exclusion for critical behaviour incidents.

**Incidents of poor behaviour will be dealt with by the school staff through the following stages:**

### **Stage 1 – Verbal Warnings**

Two verbal warnings (1,2) - the teacher clearly explains which School Rule has been broken and links this to the value not being demonstrated.

### **Stage 2 - Yellow – Minor misdemeanours**

On the third verbal warning: The class teacher discusses the issue with the child/children and records the incident on the school's behaviour management system: Child Protection Online Management System (CPOMS). The child/children have time to reflect and complete a consequence decided by the class teacher. In the case of pupils with Additional Needs and Disabilities (AN&D) by the Additional Needs and Disabilities Coordinator (AN&DCo) or Thrive Practitioner (eg. miss part of playtime).

Teachers share concerns with parents - verbally or via email.

If behaviour does not improve and it becomes more serious, consistent or persistent the issue moves to Stage 3 Red Reflection.

**Stage 3a – Red -** for more serious, persistent, or consistent incidents. At this stage the child/ren will be spoken to by a member of SLT. As above, parents will be informed verbally or via email. The SLT member records the incident on CPOMS and the child/children complete a consequence which is decided on by the SLT Member. In the case of pupils with Additional Needs and Disabilities (AND), SLT will consult with the AN&DCo or Thrive Practitioner. Concerns will be shared with parents - verbally or via email.

**Stage 3b – Red Internal Suspension** is for the most serious incidents. At this stage the child/ren will be spoken to by the Headteacher or a SLT member. They will relate it to the rules and value not being used. To ensure fairness they will listen to both sides of the issues and work towards an age appropriate and suitable consequence. An appointment will be made for parent/s to see a representative of SLT.

**Stage 4 - Maroon External Fixed Term Suspension and/or Permanent Exclusion** is for the most serious and critical of incidents. At this stage the child/ren will be spoken to by the Headteacher or a SLT member. An appointment will be made for parent/s to see the headteacher or a member of SLT and a Fixed Term Suspension or Permanent Exclusion will be implemented.

### **Offensive Language: Swearing or use of offensive language Appendix 2 (Offensive Language Letter)**

We ensure that if children are caught swearing, or using offensive language, they write to their parents detailing the exact words and phrases that they used. Children will apologise to the other person/s involved.

### **Dealing with Poor Behaviour from those with Additional Needs and Disabilities (AN&D)**

Our Behaviour Policy, rules, rewards and sanctions will apply for the majority of our pupils with AN&D. However, with very high need and specific AN&D children, where we feel that our normal procedures will not be appropriate, we work closely with the Local Authority AN&D Professionals, Behavioural teams and Parents to help in addressing and resolving individual needs.

### **Treetops Wrap Around Care Pupils**

Pupils attending Treetops are subject to the same procedures and consequences as those attending during the school day. Staff in Treetops will follow the policy stages: Verbal and Stage 1. If poor behaviour continues, then Treetops Staff will liaise with SLT regarding progression to Stage 2 (Yellow) or Stage 3 (Red) and consequences.

**St Francis' Catholic Primary School**  
**Behaviour Policy Grid: Rewards, & Consequences Procedure**

**REWARDS**

**Rewards for good behaviour (praise, reward and congratulate)**

These may take many forms including:

- Verbal Praise and positive comments
- Reward Certificates – to be presented in Celebration Assembly
- Recognition of external achievement awards
- House Points
- House Colour Days
- Stickers – from Teachers, LSAs, SLT or Headteacher
- Extra playtime
- Hamilton Award – annual award given to a boy and girl (Year 6) who gave exceptional contributions in their time at school
- Subject specific awards eg: Father John Maths Award, Music Trophy, Drama Awards

	Behaviour	Rewards/Consequences	Where to record & by who
		All rewards and consequences are subject to individual circumstances and will be issued at our discretion	
<b>Expected Behaviour</b>	We expect all our children to behaviour and to work hard and do their best. Expected behaviour is linked to our school values.	Rewards come in many forms, but are related to a specific school values. Eg: Verbal Praise, Award House Points – see above. Children are welcome to bring in 'out of school' Club achievements so they can also be celebrated in Celebration Assembly.	Staff Celebration Assembly
<b>Yellow Stage 1</b> <b>Verbal Warning</b> (two verbal warnings given)	<b>Low level disruption</b> <ul style="list-style-type: none"> <li>• <i>Not following instructions</i></li> <li>• <i>not listening,</i></li> <li>• <i>lack of focus/off task,</i></li> <li>• <i>chatting,</i></li> <li>• <i>calling out,</i></li> <li>• <i>disturbing others,</i></li> <li>• <i>interrupting,</i></li> <li>• <i>wandering around the classroom.</i></li> <li>• <i>Poor playtime behaviour.</i></li> </ul>	Staff Members involved discuss the behaviour with the child- relate it to the rules and value not being used. Teachers share concerns with Parents verbally or via email.	Staff will note any verbal warnings given in a class book.
<b>Yellow Stage 2</b> (after 2 verbal warnings, Stage 1 is implemented)	<b>Continuation of the above and/or increasing disruption.</b> <ul style="list-style-type: none"> <li>• <i>Refusal to do as asked,</i></li> <li>• <i>not following instructions,</i></li> <li>• <i>rudeness to peers and adults,</i></li> <li>• <i>leaving the classroom,</i></li> <li>• <i>disregard for school property - on purpose or as a result of poor behaviour, play fighting- pushing, hitting, kicking grabbing,</i></li> <li>• <i>spitting,</i></li> <li>• <i>pinching,</i></li> <li>• <i>inappropriate language.</i></li> </ul>	Staff Members involved will discuss the behaviour with the child - relate it to the rules and value not being used. To ensure fairness they will listen to both sides of the issues and work towards an age appropriate and suitable consequence. Eg: <ul style="list-style-type: none"> <li>• Reflection Time - Loss of a proportion of playtime</li> <li>• Helping out e.g. litter picking,</li> <li>• Repairing or paying for damage done</li> <li>• Changed seating arrangements in class</li> <li>• Walking at playtime with the adults on duty</li> <li>• Contact to Parents through a specially set up and agreed home/school behaviour book</li> </ul>	<u>Staff will record</u> details of the incident/s on our behaviour monitoring system - CPOMs
<b>Red Stage 3a</b> <b>Time Out</b> (after 3 unsuccessful attempts to meet the area for development)	<b>Continuation of the above (with no improvement following the opportunities to improve) and/or increasing disruption.</b>	Staff Members and Assistant Headteacher/s discuss the behaviour with the child - relate it to the rules and values not being used. To ensure fairness they will listen to both sides of the issues and work towards a suitable consequence. Eg: <ul style="list-style-type: none"> <li>• Reflection Time Out with Assistant Headteachers.</li> <li>• Verbal Reflection with Assistant Headteachers.</li> <li>• Loss of Playtime.</li> </ul> Class Teacher informs parents, verbally or by email. <b>The Assistant Heads liaise with Staff regarding concerns and any emerging patterns of poor behaviour. They monitor the numbers of incidents and escalate to the Deputy Headteacher when necessary.</b>	Class Teacher – records details of the incident/s and conversations on CPOMs. Assistant Heads record any additional information or outcomes and consequences on CPOMs

<b>Red Stage 3b</b>  <i>Internal Suspension</i>	<b>Continuation of the above with no improvement after Stage 3a and/or behaviours not limited to the below list:</b>  <i>Deliberate behaviour resulting in another child or adult being hurt physically or emotionally, swearing (including offensive hand gestures), stealing, bullying including online bullying, serious deliberate damaging of school property, child on child abuse, racist or homophobic or gender biased name calling.</i>	Deputy Headteacher: Discuss the behaviour - relate it to the rules and values not being used and work towards a suitable consequence. Eg: <ul style="list-style-type: none"> <li>Internal Suspension and Reflection time (in school with a member of Staff) – this can include playtime and class time. If it is out of class time, learning will happen elsewhere in school.</li> <li>The Deputy Head contacts parents.</li> </ul> <b>Deputy Head and Headteacher liaison</b>	Deputy Headteacher - records the conversation on CPOMs and liaises with Headteacher
<b>Maroon Stage 4</b>  <b>Extreme/Critical</b>  <i>External Fixed Term Suspension</i>  <i>Permanent Exclusion</i>	<b>Behaviours that go beyond serious and are so extreme may lead to Fixed Term Suspension and/or Permanent Exclusion</b>  <b>Continuation of the above with no improvement – extreme, repeated, persistent and consistent.</b>  <b>Examples of behaviour but not limited to:</b> <i>Deliberate destruction or damage to School Property, harming a child or adult enough to cause serious injury on purpose, bullying including online bullying, child on child abuse, repeated racist, gender biased or homophobic remarks, bringing into School offensive weapons, drugs, alcohol or cigarettes.</i>	Discuss the behaviour - relate it to the seriousness of the situation and the rules and values not being used. Time out with the Headteacher. The Headteacher contacts parents <ol style="list-style-type: none"> <li>Fixed Term External Suspension</li> <li>Permanent Exclusion</li> </ol> In the absence of the Headteacher, the Deputy Headteacher will act on the Headteachers behalf.	The Headteacher records any additional information or outcomes and consequences on CPOMS
<b>Fixed Term (External) Suspensions and Permanent Exclusion:</b> The School follows the Surrey County Council Exclusion Procedures.  <b>In extreme circumstances</b> <u>when all other avenues</u> have failed to elicit consistently improved behaviour, or where a child's behaviour is seriously harming the education or welfare of other members of the school community, the Head teacher will consider a Fixed Term External Suspension, or Permanent Exclusion. This includes pupils who make false allegations against staff. In extreme circumstances of malicious allegations, the Head may even press criminal charges against the pupil. In such instances the Parents and the Chair of Governors will be informed immediately. <b>Exclusions come in two forms:</b> <ol style="list-style-type: none"> <li><b>Fixed term (time limited) Suspensions</b> (at home) will be implemented, which may lead to</li> <li><b>Permanent Exclusion</b> if behaviour persists</li> </ol> <b>Note:</b> In instances of <u>fixed term suspensions</u> , the child will only be readmitted after a <i>reinstatement meeting</i> is held in line with DfE Guidance.			

## **Prompts for discussions with children**

**(to be displayed around school and available on cards for use on staff lanyards)**

**Staff must listen to both sides and ask all children these questions**

<b><i>Questions/Prompts</i></b> (begin by validating feelings)	<b><i>Describe</i></b>
<ol style="list-style-type: none"> <li>1. I can see that you are feeling (sad, angry, frustrated etc – use specific feelings words) and I was wondering what has happened?</li> <li>2. I can understand why you are upset. How were you feeling at the time of the incident?</li> <li>3. How have you been feeling since?</li> <li>4. How have your actions affected others?</li> <li>5. What could you do differently next time?</li> <li>6. How can you make the other person/people feel better?</li> </ol>	<ol style="list-style-type: none"> <li>1. When (time) and where did it happen?</li> <li>2. Who was there?</li> <li>3. What do you think that happened?</li> <li>4. How did it happen?</li> <li>5. What did you do?</li> <li>6. What did they do?</li> <li>7. Who did you tell and ask for help?</li> <li>8. Is there anyone else who could help?</li> </ol>

## St Francis' Catholic Primary School Offensive Language Letter



Dear \_\_\_\_\_

Today at school I used offensive language.

I said:

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I understand that this is not acceptable and will not use such language again.



I will apologise/have apologised to those people I have offended.

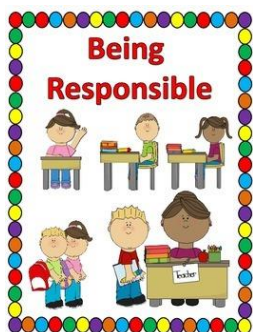
Yours sincerely,

Name \_\_\_\_\_

Class and Year \_\_\_\_\_

Date \_\_\_\_\_

Children's Code of Conduct	St Francis Catholic Primary School Behaviour Expectations
	<p><b>An excellent St Francis' Role Model can:</b></p> <p>Listen carefully and follow instructions so that everyone can learn and be safe.</p>
	<p>Work hard and persevere to achieve their best.</p>
	<p>Show respect, courtesy and good manners by being kind and treating others as they would like to be treated.</p>
	<p>Value and care for our school and all the things in it.</p>

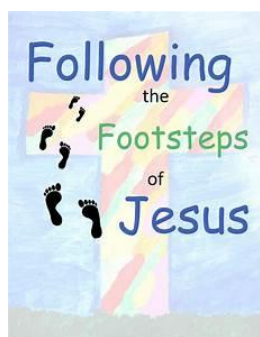


Take responsibility for their own actions.

(Do the right thing and always tell the truth)



Act sensibly around the school -  
walk and talk quietly.



Have the courage to follow Jesus'  
footsteps.

**The DfE gives clear guidance to Headteachers and School Staff on Behaviour and Discipline in Schools**

**<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>**

### **The Law on Behaviour and Discipline Policy in Schools**

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the headteacher 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 in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate pupils' property

### **Punishing Poor Behaviour - 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.
- A punishment must be reasonable. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be proportionate in the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.
- With reference to the role of volunteers on trips and otherwise, at St Francis', other than a reasonable reprimand for poor behaviour, the power to discipline rests with staff of the school and not volunteers.
- Corporal punishment is illegal in all circumstances.
- Children must not suffer as a result of any discipline and staff follow the school safeguarding policy in this respect.

### **Pupils' Conduct Outside the School Gates – 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 Head Teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."
- St Francis' expects pupils to behave out of school as well as when at school. Any behaviour which involves non-criminal bad behaviour and bullying, which is witnessed by a staff member or reported to

the school will be taken very seriously and dealt with according to the school's policy for disciplining misbehaviour and bullying.

- Subject to the school's Behaviour Policy, the teacher may discipline a pupil for any misbehaviour when the pupil is:
  1. taking part in any school-organised or school-related activity or
  2. travelling to or from school or
  3. wearing school uniform or
  4. in some other way identifiable as a pupil at the schoolor misbehaviour at any time, whether or not the conditions above apply, that:
  5. could have repercussions for the orderly running of the school or
  6. poses a threat to another pupil or member of the public or
  7. could adversely affect the reputation of the school

### **Detention - What the law allows (St Francis' uses the phrase Reflection Time rather than Detention)**

- Teachers have a legal power to put pupils in detention and that parent consent is not required to put pupils into detention.
- At St Francis' we use the term 'Reflection Time' instead of detention as we regard detention as time for reflection on poor behaviour, an opportunity to consider who it has affected and a time to make amends and apologise.
- We recognise the right in law to give detention on school days, at weekends and on in-service training days. However, at St Francis' we would not use detention outside school hours as a sanction.
- For a lunchtime detention/reflection, notice is not given to parents. Teachers have been delegated the power to use this sort of detention/reflection if they deem it necessary. Teachers will ensure that reasonable time is allowed for the pupil to eat, drink and use the toilet.

### **Confiscation of Inappropriate Items - What the law allows**

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

- 1) The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out. Confiscated items will be retained in the Headteacher's office while any incident is being investigated. Generally, confiscated items will be returned to parents following investigation. However, if necessary, items will be given to the Police.

- 2) Power to search without consent for "prohibited items" including:

- 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; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search.

- Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

While the likelihood of such a necessity at St Francis' is extremely low, should it be necessary Headteacher would refer to 'Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies'.

### **Power to use Reasonable Force – What the Law Allows**

- 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.
- While the likelihood of such a necessity at St Francis' is extremely low, should it be necessary the Headteacher would make reference to 'Use of Reasonable Force – advice for school leaders, staff and governing bodies' (non-statutory guidance).

### **Malicious allegations**

- For allegations of abuse made against teachers or other staff, processes dictated in part 4 of 'Keeping Children Safe in Education' will be followed.
- Where a child makes an accusation against a member of staff, and that accusation is shown to have been malicious, the Headteacher will discipline the child in accordance with this policy.
- Please refer to our Safeguarding Policy for more information on responding to allegations of abuse.
- The Headteacher will also consider the pastoral needs of staff accused of misconduct.

**The above DfE guidance reinforces our behaviour management system of  
“Behaviour Rewards & Consequences” and “School Rules”.  
Our Behaviour Policy is underpinned by our Christian Faith and Gospel Values**