



Behaviour and Discipline Policy

Purpose:	To provide clear guidelines for a consistent and coherent approach to behaviour and discipline within Tabernacle School.
Approval Body:	The Board of Trustees
Date Updated:	October 2022
Proposed Review Date:	October 2023
Status:	Complies with the requirements of the Independent School Standards Regulations 2014; Behaviour and discipline in schools: advice for headteachers and school staff Department for Education (DFE), January 2016 (DFE-00023-2014); Preventing and Tackling Bullying (DfE-00160-2017); Cyber Bullying: advice for headteachers and school staff (DFE-00652-2014); Advice for parents and carers on cyber bullying (DFE-00655-2014))

1. Introduction

Tabernacle School is resolutely committed to developing the character and competence of every child and believes that all pupils should receive exceptional education. In order to achieve this, high standards of behaviour must be maintained consistently across the school.

The School takes its duty of care for its pupils seriously and believes that everyone within the school community has the right to feel valued, respected and safe from all forms of anti-social behaviour. As a Christian School, we are committed to promoting a learning culture of mutual respect; we expect the highest standards of behaviour at all times from all our pupils and believe that promoting good behaviour will enable them to fully access the curriculum and attain their maximum potential. This principle spans all areas of school life: assemblies, classrooms, playground and off site on curriculum/learning visits and school journeys.

The purpose of this policy is to provide whole-school guidance on the promotion of positive behaviour at Tabernacle School, so that it reflects the shared aspirations and beliefs of trustees, staff and parents for the children in the school, as well as taking full account of statutory guidance on behaviour and discipline related matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions, and how to use them.

2. Definitions

For the purpose of this policy, misbehaviour is defined as any unacceptable conduct which violates the values of respect, conformity, and courtesy in the teacher-pupil relationship within and outside the school. 'Problem' behaviours are perceived as those behaviours involving rule-breaking, violating the implicit norms or expectations of

the school, being inappropriate in the classroom setting and upsetting teaching and learning, which require intervention from teachers.

Common classroom misbehaviours include:

- Talking out of turn
- Inattentiveness or daydreaming
- Disruption in lessons, in transition between lessons, and at break and lunchtimes
- Uncooperativeness
- Defiance of authority
- Task avoidance or non-completion of classwork
- Hindering or harassing other pupils
- Inappropriate use of school property
- Lateness/poor attendance
- Verbal abuse/hostility
- Out of seat
- Untidiness

Serious misbehaviours include:

- Repeated breaches of the school rules
- Disrespecting teachers in terms of disobedience, refusing to follow instructions, rudeness, talking back/arguing with teachers, offending or attacking teachers
- Physical aggression or hostility
- Any form of bullying
- Behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Possession of any prohibited items.
- Behaviour that fails to comply with Covid-19 measures the school has put in place

3. Statement of Behaviour Principles

We encourage pupils to achieve in a learning environment where self-discipline is promoted, and concern, tolerance and respect for others is the norm. It is our belief that all pupils can achieve their full potential, both academically and socially, and an integral role in ensuring this happens, is the fostering of attitudes and relationships which promote understanding, mutual regard and cooperation. We believe that:

- Disruptive behaviour interferes with teaching activities and hampers learning.
- The highest standards of behaviour are essential if staff are to teach and promote learning, and pupils are to learn, free from undue interruption and the effects of negative or poor behaviours.
- Preventative strategies, including the promotion of positive behaviours, must be fairly and consistently applied, and monitored for their effectiveness, to ensure the misbehaviour does not escalate with time, which could lead to lowered academic achievement and increased delinquent behaviour.

As part of their duty of care to pupils, all teachers should have the highest expectations from pupils with regards to behaviour and learning, model exemplary behaviours in their classrooms, reward positive behaviour and act upon negative or disruptive behaviours to promote an acceptable code of conduct throughout the school.

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- Behaviour has to be addressed as a whole school issue, making links to improving teaching and learning as part of raising standards across the school.
- Commitment to engaging with parents to ensure they understand their own responsibilities in respect of their child's behaviour and to support the school's behaviour policy is a key factor in promoting good behaviour.

4. Aims and Expectations

Through this policy, Tabernacle School aims to ensure that:

- Children are aware of their responsibilities as members of a class and the school community, and to understand and accept the consequences of their actions.
- Teaching and non-teaching staff are aware of their responsibilities for promoting exemplary behaviour, recognising that poor or unacceptable behaviour is a significant barrier to learning and progress.
- All members of the school community work together to support an ethos that makes everyone in the school feel valued and respected.
- Members of the Senior Management Team (SMT) are able to take a lead role in both supporting the maintenance of outstanding behaviour across all school years and developing strategies to ensure a consistent approach to behaviour management.

5. Roles and Responsibilities

It is the shared responsibility of all members of Tabernacle School community to create and maintain relationships where courtesy, respect and tolerance for others are important. However, all stakeholders of the school - parents/carers, pupils, staff and the Board of Trustees have specific contributions to make in supporting an effective, whole-school behaviour policy.

5.1 The Board of Trustees

The Board of Trustees has an overarching responsibility for ensuring that the school has strategies in place to support its aim of providing an educationally nurturing and enriching environment within which all pupils can achieve their full potential, both academically and socially.

Specifically, the trustees are responsible for:

- Ensuring the school prioritises and promotes a culture of excellence, together with attitudes and relationships which encourage understanding, respect and tolerance of others.
- Working in collaboration with the Principal to ensure the provision of opportunities for pupils to take responsibility for their own actions and to develop pride in themselves and the school.
- Supporting the Principal in establishing guidelines and training for staff with respect to general strategies for dealing with pupils who demonstrate frequent behavioural difficulties.
- Monitoring compliance with this policy by all members of the school community.

5.2 The Principal

The Principal provides strategic direction for the staff and has responsibility for the management and day-to-day operations and business of the school. This includes overseeing the development and monitoring of policies and best practices and keeping the Board of trustees abreast of these issues.

Specifically, the Principal is responsible for:

- Implementing this policy consistently throughout the school and to report to the Board of Trustees, when requested, on the effectiveness of the policy.

- Ensuring that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour.
- Determining the seriousness of pupil's disciplinary infraction and what sanction should be enforced, and that parents are informed when necessary.
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently and fairly, discipline issues are documented, and that the health, safety and welfare of pupils are taken into account when applying sanctions.
- Creating systematic, integrated opportunities across the whole school where parents can be involved, and parental engagement increased.
- Reviewing, removing, rewriting, or writing policies and procedures as needed to improve the quality of education pupils receive. The Principal's role is to make sure pupils, teachers, and parents know what these policies and procedures are and to hold each individual accountable for following them.

5.3 Staff

Teaching and support staff are responsible for:

- Setting the tone and context for positive behaviour within the classroom and ensuring that their pupils behave in a responsible manner during lesson time.
- Creating and maintaining a stimulating environment that encourages pupils to be engaged and work to the best of their ability.
- Discussing the school rules with each class and displaying the classroom code (agreed by the pupils) in a prominent place.
- Treating each pupil fairly and with respect and understanding, and for modelling positive behaviour.
- Implementing the behaviour policy and classroom code consistently.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Recording behaviour incidents where a pupil misbehaves repeatedly in the class and seeking advice from the SMT or Principal if the misbehaviour continues.
- Developing a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

The Principal and Senior Management Team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to share responsibility with the school for their child's learning and behaviour by:

- Support their child's learning, and to cooperate with the school, as set out in the home-school agreement.
- Working collaboratively with the school so that pupils receive consistent messages about how to behave at home and at school.
- Familiarising themselves with the school rules and supporting the school in implementing them
- Co-operating with home/ school strategies suggested as a result of meeting with the school in matters of repeated behavioural problems.
- Monitoring and signing the pupil's homework and discussing progress with their child.

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- Ensuring punctuality and good attendance, and that their child is suitably equipped for school.
Attending parental meetings and participating in consultations regarding policy development and reviews.
- Discussing any behavioural concerns with the class teacher promptly.
- Informing the school of any changes in circumstances that may affect their child's behaviour.

5.5 Pupils

Pupils are expected to:

- Contribute to a well-ordered learning environment by working to the best of their ability in lessons and on homework tasks and ensuring that all work is submitted punctually.
- Show respect for others by being polite and courteous to each other and refraining from bullying, fighting and name-calling.
- Show respect for class teachers and staff by being polite, courteous and honest with them and listening to and carrying out instructions.
- Act in a responsible manner by following the school rules on maintaining a healthy, safe and secure environment, ensuring banned items are not brought to school, keeping the school buildings and grounds clean and tidy, and moving about in a quiet and orderly manner. ● Maintain good attendance and punctuality.

6. Systems of Rewards and Sanctions

6.1 Rewards: recognition for good behaviour and learning

Rewards are a vital part of ensuring that pupils behave in accordance with the values of the school. They are used to motivate, increase self-esteem and confidence and to celebrate achievement, progress and effort. Through a whole-school use of praise and encouragement, pupils are instantly rewarded in lessons when they display positive behaviours outlined in this policy and in the classroom code.

Typical rewards for good behaviour include:

- Teachers congratulating children on reaching a learning or behavioural milestone.
- A merit system where merits are distributed to pupils either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school. Merit certificates are awarded for accumulated merits.
- Celebrating pupils through a personalised reward where children are nominated weekly to be 'Star of the week'.
- Certificates given for other achievements including excellent attendance, punctuality and outdoor learning.
- Commendations within year groups through termly 'Celebration Assemblies' which enables pupils to gain recognition for meeting or exceeding high expectations.
- Positive reinforcement through relaying positive and encouraging news to parents on their child's progress and achievement.
- Record of Achievement File for senior pupils containing information regarding pupil achievement both in and out of school, for example, music or swimming certificates.
- Whole school assemblies where children are given opportunity to lead the assembly in order to foster confidence in addressing themes such as respect, tolerance and personal conduct, and to receive public recognition for demonstrating the skills they have developed.

6.2 Sanctions: challenging and minimising unacceptable behaviours

The School recognises that while the consistent promotion of positive attitude and behaviour by all staff can have a significant and sustained effect on the learning and development of children, instances of undesirable and disruptive

behaviour will arise that will require a different set of strategies and procedures. The manner in which the school as a whole respond to and manage instances of unacceptable behaviour will often determine whether the problem is contained and the situation is defused, or left to develop into a more serious and, at times, more adverse outcome for the pupil.

A range of interventions and sanctions, including detentions, internal seclusion and exclusions are used to address 'problem' behaviours and to avoid jeopardising the safety, well-being and education of the other children in the school.

The overall aim is to enhance pupils' moral development including helping them to:

- Distinguish right from wrong;
- Develop an ability to think through the consequences of their own and others' actions;
- Develop an ability to make responsible and reasoned judgements;
- Make a commitment to personal values; and
- Have respect for others' needs, interests and feelings, as well as their own.

Where sanctions are necessary, they are proportional, clear, effective and are consistently applied. We aim to support pupils in understanding how any inappropriate behaviour choices they have made could have been avoided, and the actions they can take to avoid the same situations recurring in the future.

Typical sanctions for inappropriate and unacceptable behaviours may include one, or a combination of the following:

- A verbal reprimand.
- Extra work or repeating unsatisfactory work until it meets the required standard.
- The setting of written tasks as a disciplinary measure, such as writing a letter of apology or a written reflection on the misbehaviour.
- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in an activity.
- Missing break time.
- Detentions during lunch time.
- Internal seclusion
- Contacting and inviting parents to come to the school to discuss the pupil's behaviour.
- School based community service or imposition of a task – such as tidying a classroom; helping to clear up the dining room after meal times; or other supervised work.
- Regular reporting including early morning reporting; scheduled homework and other behaviour checks; or being placed "on report" for behaviour monitoring.

In more extreme cases, we may use temporary or permanent exclusion as a rare and last resort measure. All sanctions will be explained to the pupil concerned and is usually phrased around the common language of a breakdown or lack of understanding about agreed rights, respect and responsibility.

The School ensures that the sanctions it imposes are reasonable in all circumstances and that the pupil's age, and any SEN or disability they may have, are taken into consideration.

6.2.1 Applying sanctions

Sanctions will be instituted for, but not limited to, the following:

- unacceptable conduct/behaviour including consistent minor infractions which is not in keeping with the School's values;
- hurtful behaviour including verbal abuse and physical violence;
- discriminatory behaviour or bullying including cyber-bullying (see Anti- Bullying Policy);

- demonstrating a lack of respect for the property of the school or of other pupils or staff; or any form of vandalism;
- disrespectful behaviour – arrogance, rudeness, swearing, deliberate insolence to members of the school community;
- stealing and deceit;
- untrue/malicious allegations made against another pupil or a member of staff;
- pupils consistently producing poor quality work or not working to their full potential; ● lack of discipline in completing homework

For all serious misbehaviours, the Principal and Board of Trustees will be notified.

All teaching staff are expected to use a consistent and staged approach when applying sanctions for poor and unacceptable behaviour. This staged approach is essential to give students the opportunity to make good choices. If an incident is serious then stages will be omitted. The sanction applied must be appropriate for the misbehaviour.

6.2.2 Detention

Teachers have a legal power to put pupils (aged under 18) in detention. Parental consent is not required for detentions. However, the school will aim to provide notice to parents of a detention in most circumstances, although when a detention of less than 30 minutes is imposed, the School reserves the right not to inform the parent.

Detentions are imposed when a pupil contravenes school rules and accepted patterns of behaviour, and can take place during school hours, at lunchtime, after school, or on a Saturday.

Saturday detentions can be set on any weekend except the weekend preceding or following the half term break and on non-teaching (training) days.

As with any disciplinary measure, the member of staff concerned must act fairly and reasonably given all the circumstances, when imposing a detention. With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

Detentions outside school hours

Teaching staff will not issue a detention where they know that doing so would compromise the pupil's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- Whether the detention is likely to put the pupil at risk.
- Whether the parents ought to be informed of the detention. In most cases this should be done, but it may not be necessary for short after school detentions of 30 minutes duration where the pupil can get home safely; and
- Whether suitable travel arrangements can be made by the parent for the pupil. This does not need to be made at the parents' convenience.

All weekend detentions should be agreed with the Principal.

6.2.3 Internal Seclusion

Where appropriate, following a serious incident or repeatedly poor behaviour, a pupil may, subject to the Principal's discretion, be given an internal seclusion for a specified time period. Parents/Carers are informed of the reasons for the internal seclusion and the Trustees are informed.

Internal seclusions are used as an alternative strategy to exclusion. This allows the teacher to remove disruptive pupils from the normal school day routine to an area away from other pupils for a limited period.

This sanction is normally only applied in instances of unacceptable behaviour or when the behaviour puts the pupil's health and safety, or that of others at risk.

Internal seclusion can be for one to three days. The School ensures that no pupil is kept in seclusion for longer than is necessary and that their time spent there is used as constructively as possible. The School will always ensure the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare in applying this sanction. A pupil on an internal seclusion will get regular breaks and a lunch time break but not with their peers.

6.2.4 Confiscation of inappropriate items

The Principal, Trustees and authorised subject teachers have the statutory right to confiscate, retain or when necessary dispose of a pupil's property to protect themselves or another individual from harm.

The law grants the right to search and screen pupils and their possessions for prohibited items that will harm the pupil or other individuals. Prohibited items include, but are not limited to:

- Knives and weapons
- Alcohol and/or illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any other item which has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any other item banned by the school rules

The School reserves the right to ask any pupil to show the contents of their bag, pockets, or outerwear clothing etc.

Schools are not required to inform parents before a search takes place or to seek their consent to search their child. The Principal authorises all teaching and support staff with responsibilities for pupil discipline/welfare to do so. Prior consent from pupils will be sought but they will be made aware that if consent is refused the authorised staff will still proceed with the search. The authorised staff will also search bags or other items not being held by the pupil in question if they have reasonable cause to do so and this has been authorised by the Principal or a member of the SMT.

There must always be reasonable grounds to carry out a search. When searching a pupil, two members of staff must be present and the one carrying out the search must be the same gender as the pupil being searched. When searching the pupil's possessions, the pupil must be present and must be informed why the search is being carried out.

If a pupil refuses to allow a member of staff to carry out the search of their person or possessions, they will be isolated and supervised until parents/carers have been contacted and come to the school. The parent/carer will be asked to carry out or witness the search. The pupil will not be allowed to attend his/her lesson until the search has been carried out.

A search may take place on the school premises or where the member of staff has lawful control of the pupil, for example on a school trip. Parents/Carers must be informed that a search has been carried out.

6.2.5 Use of reasonable force and physical restraint

All members of staff are aware of the regulations regarding the use of force by teachers. Teachers have statutory 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.

The Principal, a member of the SMT or an authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

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. However, staff are advised to try and persuade the pupil – in the presence of another adult witness – to cooperate with the search of items and/or voluntarily hand over any prohibited item. Staff should make every effort to use the minimum force necessary to restrain a pupil for the shortest possible period of time. In reaching a judgement as to whether the use of physical restraint is appropriate, staff must consider the following factors:

- The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used.
- The chances of achieving the desired result by other means.
- The relative risks associated with physical intervention compared with using other strategies.

The staff member involved must inform the Principal as soon as possible after the need to restrain a pupil physically. The School will inform the pupil's parent/carer when it has been necessary to use physical restraint, and invite them to the school, so that, if necessary, an agreement can be reached for managing that pupil's behaviour.

6.2.6 Fixed-term and permanent exclusions

Fixed-term exclusion

When a misbehaviour is of a serious nature or all other sanctions imposed have not succeeded, a pupil may be temporarily excluded from the school. A decision to exclude a pupil, either for a fixed period or permanently is seen as a last resort by the school. The length of a fixed-term exclusion would reflect the misbehaviour under consideration and also take into account any previous exclusions and the reason for these.

Permanent exclusion

A permanent exclusion is imposed in response to serious breaches of the school's discipline policy, and where allowing the pupil to remain in school would be seriously detrimental to the education or welfare of the pupil or of others in the school. A decision to exclude a pupil permanently is an acknowledgement by the School that staff have exhausted all available strategies for dealing with the pupil and would therefore be the ultimate sanction for very serious misbehaviour. There may, however, be exceptional circumstances where the Principal decides to exclude a pupil for a first or one-off offence where the misbehaviour is sufficiently serious. Three exclusions in any one academic year could result in a permanent exclusion.

Only the Principal (or in her absence, the Chairman of the Board of Trustees, SMT in consultation with one of the Trustees) has the power to exclude a pupil from school.

The Principal may exclude a pupil for one or more fixed periods, in any one school year but the total number of school days cannot be more than 45 in any academic year. In exceptional circumstances, the Principal may also exclude a child permanently and may convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If a child has to be excluded, the Principal informs the parents/carers immediately, giving reasons for the exclusion. The Principal at the same time, makes it clear to the parents that they can, if they wish, appeal against the decision to the Board of Trustees, and advises them on how to make any such appeal.

The Principal also informs the LA and the Board of Trustees about any permanent exclusion, or any fixed-term exclusions beyond five days in any one term.

The Board of Trustees can neither exclude a pupil nor extend the exclusion period made by the Principal. However, trustees will convene a meeting to consider any exclusion or appeals on behalf of parents.

When an appeals panel (made up of between three and five trustees) meets to consider exclusion, they consider the circumstances in which the child was excluded, any representation by parents and whether the child should be reinstated. If the appeals panel decides that a child should be reinstated, the Principal must comply with this ruling.

6.3 Behaviour outside school

Pupils' behaviour outside the school premises on school 'business', for example, school trips, journeys to and from school, or a work placement is subject to the School's behaviour policy. Misbehaviour in these circumstances will be dealt with as if it had taken place in the school.

For behaviour outside of school premises but not on school business, this policy will still have effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole. If pupils' behaviour in the immediate vicinity of the school or on a journey to and from school is poor and meets the School's criteria for exclusion, then the Principal may decide to exclude.

6.4 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will discipline the pupil in accordance with this policy. The Principal will also consider the pastoral needs of staff accused of misconduct.

7. Pupil Support

Tabernacle School recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. As such, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

Where necessary, support and advice will also be sought from specialist teachers, and/or the School's Counsellor to identify or support specific needs and guide the progress of the pupil.

When acute needs are identified in a pupil, the Principal and/or the SMT will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

The class teacher reports to parents about the progress of their child or children in their class. The teacher may also request that the SMT contact a parent if there are concerns about the behaviour or welfare of pupil following consultation with the Principal.

8. Monitoring and Evaluation

We expect the success of this Behaviour Policy to be evident in any change in behaviour and attitudes of children and other members of the school community.

The Principal monitors the effectiveness of this policy on a regular basis and reports any significant issues to the Board of Trustees. Where necessary, the Principal makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour, including the recording of minor classroom incidents by the class teacher. Where class teachers have issued demerits, these are collated by the member of staff designated in charge of behaviour management. The Principal records those incidents where a child is sent to her on account of bad behaviour. Supervisors record of any incidents that occur at break or lunchtimes in the incidents book.

The Principal keeps a record of any pupil who has been excluded for a fixed-term or permanently. The Board of Trustees monitor the rate of fixed-term and permanent exclusions to ensure that the policy was administered fairly and consistently.

The effectiveness of the policy will be evaluated as follows:

1. Ongoing tracking of pupils' behaviour and achievement through various measures, including feedback sheets, reports, reward systems, and behaviour incidents records tracking sheets will inform the monitoring and evaluation process.
2. Termly updates from the SMT on each primary and secondary year group, detailing the following:
 - numbers of pupils gaining merit certificates for behaviour and other positive learning attitudes in class;
 - numbers of pupils nominated from each class to be 'Star of the week';
 - numbers of pupils with differing levels of behavioural issues in the year group and attracting higher level sanctions;
 - frequency with which pupils participate in behaviour discussions in assemblies; ● overall impact of the various strategies employed.
3. Summaries relating to behaviour throughout the year, including record of incidents of misbehaviour during lessons, break or lunchtimes; the number of demerits issued; and any fixed or permanent exclusions.
4. Summary report to the Board of Trustees on an annual basis from each year group that highlights the positives and indicates any trends or concerns.

9. Review

The Board of Trustees will review this policy every two years. They may, however, review the policy earlier than this if new regulations are introduced or if the Board received recommendations on how the policy might be improved.