



RIKKYO SCHOOL

Pupil Behaviour and Discipline

Date	Review Date	Coordinator	Nominated Governor
12/03/2024	12/03/2025	Mr Okuno	Mrs Bunday

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

<ul style="list-style-type: none">Children Act 1989Education Act 1996Crime and Disorder Act 1998School Standards and Framework Act 1998Education Act 2002Anti-social Behaviour Act 2003Education Act 2005Education and Inspections Act 2006Education (Parenting Contracts and Parenting Orders) (England) Regulations 2007Education (Penalty Notices) (England) Regulations 2007	<ul style="list-style-type: none">Education and Skills Act 2008Apprenticeships, Skills, Children and Learning Act 2009Equality Act 2010Education Act 2011Education (Penalty Notices) (England) (Amendment) Regulations 2012School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012Education (Penalty Notices) (England) (Amendment) Regulations 2013Education (Independent School Standards) (England) (Amendment) Regulations 2014
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The following documentation is also related to this policy:

- Ofsted School Inspection Handbook (DfE 2022)
- Behaviour and discipline in schools - Advice for headteachers and school staff (DfE 2014)
- Children and young people with harmful sexual behaviors (Simon Hackett 2014)
- Harmful Sexual Behaviour Support Service (hsbsupport@swgfl.org.uk)
- Equality Act 2010: Advice for Schools (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We have a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is annually reviewed, made available to all stakeholders and is consistent throughout the school.

We believe that we promote good behaviour by creating a happy and caring school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour.

We realise that pupils' behaviour improves and they feel safer and happier in school if school personnel consistently apply this policy and maintain regular classroom routines.



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We encourage pupils to achieve in a learning environment where self-discipline is promoted and good behaviour is the norm. Any form of low-level misbehaviour during lessons is not accepted as we believe pupils will achieve their full potential in a happy, stimulating and ordered school environment.

We are aware that during a school inspection the inspection team will make a judgment on behaviour and attitudes by evaluating whether:

- we have high expectations of pupils behaviour and conduct and whether these expectations are applied consistently and fairly;
- pupils:
 - have a positive attitude to their education;
 - are committed to their learning;
 - know how to study;
 - are resilient to setbacks;
 - take pride in their achievements;
 - attendance and punctuality is good.
- the relationships between pupils and school personnel reflects a positive and respectful culture;
- school personnel and pupils have created a school environment where all forms of bullying are not tolerated;
- School personnel deal with incidents of bullying quickly and effectively and they work hard to prevent bullying from spreading.

We strongly endorse the banning of all forms of corporal punishment which has been defined as 'the use of physical force causing pain, but not wounds, as a means of discipline.'

We are aware that we have the right to use reasonable force to control or restrain pupils in order to prevent personal injury, damage to property or the prevention of a criminal offence being committed, but not as a means of disciplining pupils.

We have in place a calm room specifically designed to provide an alternative environment for any pupil who is upset, distressed or acting in an unsafe manner. It is a place where school personnel can take individual children to talk about their concerns or worries or just to calm them down if something has upset or angered them.

We have a duty to ensure that all parents are aware of our 'legal powers to use parenting contracts, parenting orders or penalty notices to address poor attendance and behaviour in school.' Parents have a duty to ensure their children are well behaved and attend school regularly as 'good behaviour and attendance are essential to children's educational prospects.'



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We are aware that 'parenting contracts, orders and penalty notices for irregular attendance apply only to pupils of compulsory school age who are registered at a school' but they can also be applied for misbehavior by pupils outside compulsory school age such as sixth form pupils or pupils at a maintained nursery. While 'penalty notices for parents of pupils found in a public place during school hours after being excluded also apply only to children of compulsory school age who are registered at a school.'

We have a duty to safeguard children, young people and families from violent extremism. We are aware that there are extremist groups within our country who wish to radicalise vulnerable children and to involve them in terrorism or in activity in support of terrorism. Periodic risk assessments are undertaken to assess the risk of pupils being drawn into terrorism. School personnel must be aware of the increased risk of online radicalisation, and alert to changes in pupil's behaviour. Any concerns will be reported to the designated safeguarding lead.

We are aware that under the 'Counter-Terrorism and Security Act 2015', we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism.' This duty is known as the prevent duty and we believe it is essential that school personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

We provide a safe environment where we promote pupils' welfare. Within this environment we work hard to build pupils' resilience to radicalisation and extremism by promoting fundamental British values and for everyone to understand the risks associated with terrorism. We want pupils to develop their knowledge and skills in order to challenge extremist views.

We understand that 'Headteachers and school personnel authorised by them have the statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.'

We have decided that the following items are prohibited in this school, namely knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any item that could be used to commit an offence or personal injury or damage to property. Any pupil found in possession of them will face disciplinary sanctions.

We have a duty to recognise and report all forms of harmful sexual behaviour and to discuss any concerns with parents, provided that this would not put the child at risk.

We understand that 'harmful sexual behaviour is any behaviour expressed by children that is developmentally inappropriate, may be harmful towards themselves or others, or abusive towards another child or adult (Hackett, 2014).'

We will report any form of sexual behaviour, such as:

- pulling down other children's skirts or trousers;
- looking up skirts;



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- talking with others about sex and using adult slang words;
- talking about sexual activity as seen online or on television;
- repeated questions about sexual activity;
- displaying abusive or sexually violent behaviour;
- sexual assault;
- inappropriate sexual contact;
- following or leading others into secluded areas;

We believe in early identification and effective intervention of any form of harmful sexual behaviour that is displayed by a pupil or pupils. We strongly support the new Home Office-funded 'Harmful Sexual Behaviour Support Service' that provides advice and relevant resources for any school that has concerns about a child displaying any kind of harmful sexual behaviour.

We wish to work closely with the school council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We aim to be judged at least good in all school inspections by ensuring that standards for all pupils are higher than schools of a similar size and that standards continue to improve faster than the national trend.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that are connected with this policy.

Aims

- To create an ethos that makes everyone in the school community feel valued and respected.
- To promote good behaviour by forging sound working relationships with everyone involved with the school.
- To promote self-discipline and proper regard for authority among pupils.
- To prevent all forms of bullying among pupils by encouraging good behaviour and respect for others.
- To maintain consistency in applying this policy.
- To protect children from the risk of radicalisation and extremism.
- To ensure compliance with all relevant legislation connected to this policy.



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- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The governing body has:

- the duty to set the framework of the school's policy on pupil discipline after consultation with the parents and pupils of the school;
- responsibility to ensure that the school complies with this policy;
- delegated powers and responsibilities to the headteacher to ensure that school personnel and pupils are aware of this policy;
- delegated powers and responsibilities to the headteacher to ensure all visitors to the school are aware of and comply with this policy;
- appointed a coordinator for behaviour and discipline to work with the headteacher;
- the duty to support the headteacher and school personnel in maintaining high standards of behaviour;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the school council in:
 - determining this policy with the governing body;
 - discussing improvements to this policy during the school year;
 - organising surveys to gauge the thoughts of all pupils;
 - reviewing the effectiveness of this policy with the governing body.
- nominated a link governor to:
 - visit the school regularly;
 - work closely with the headteacher and the coordinator;
 - ensure this policy and other linked policies are up to date;
 - ensure that everyone connected with the school is aware of this policy;
 - attend training related to this policy;
 - report to the governing body every term;
 - annually report to the governing body on the success and development of this policy.
- responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Headteacher



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The headteacher will:

- determine the detail of the standard of behaviour that is acceptable to the school;
- ensure that all school personnel, pupils and parents are aware of and comply with this policy;
- create an ethos that makes everyone in the school community feel valued and respected;
- promote good behaviour by forging sound working relationships with everyone involved within the school;
- promote self-discipline and proper regard for authority among pupils;
- prevent all forms of bullying among pupils by encouraging good behaviour and respect for others;
- ensure all stakeholders are absolutely clear about the expected standards of pupils' behaviour,
- ensure school rules are displayed around the school and that all stakeholders know what they are;
- ensure school personnel apply this policy consistently;
- work hard with everyone in the school community to create an ethos that makes everyone feel valued and respected;
- promote good behaviour by forging sound working relationships with everyone involved with the school;
- model behaviour that he/she wants to see from school personnel;
- encourage good behaviour and respect for others, in order to prevent all forms of bullying among pupils;
- ensure that schools take individual children to the calming room to talk about their concerns or worries or just to calm them down if something has upset or angered them;
- with all members of the senior leadership team will:
 - maintain a regular visible presence throughout the school day and especially when pupils arrive and leave, at break times and lunchtimes;
 - ensure pupils move around the school in an orderly manner;
 - praise good behaviour;
 - celebrate successes;
 - the good performance of school personnel;
 - take action if school personnel do not follow this policy;
 - consistently inform parents of this policy;
 - ensure school personnel praise good behaviour and work;
 - ensure school personnel understand the additional needs of all pupils in their care;
 - monitor the number of sanctions and rewards given by individual school personnel;
 - have in place clear strategies for pupils who are likely to misbehave;
 - ensure school personnel are aware of these strategies and apply them;
 - have in place support mechanisms for pupils with behaviour difficulties;
 - ensure school personnel build and maintain positive relationships with the parents of pupils with behavioural difficulties.



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- ensure the health, safety and welfare of all children in the school;
- work with the school council and school personnel:
 - to create a set of school rules that will encourage good behaviour and respect for others;
 - to annually discuss what are our expectations of behaviour towards each other by considering the following:
 - Are we clear on the importance of discipline and good behaviour in school life? How do we promote this understanding?
 - How well do we promote consideration and respect towards others (pupils and adults), good manners and courtesy?
 - How well do we promote a range of positive character traits among pupils?
- recommend to the governing body the use of a parenting contract:
 - in cases of truancy/poor attendance;
 - when a pupil has consistently misbehaved or has been permanently excluded or excluded for a fixed period;
 - when it is considered that parenting is a factor in the truancy or bad behaviour of a child and where the parent appears to be in need of support.
- ensure that risk assessments are:
 - in place and cover all aspects of this policy;
 - accurate and suitable;
 - reviewed annually;
 - easily available for all school personnel.
- have in place the following health and safety control measures:
- organise a series of safeguarding and child protection workshops to ensure parents are aware of:
 - the Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges policy;
 - the Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children policy;
 - the Safeguarding and Child Protection policy;
 - safeguarding procedures in place;
 - all safeguarding policies;
 - their role in safeguarding and child protection.
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;



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- monitor the effectiveness of this policy by analysing:
 - pupil attitudes to school and learning;
 - the views of pupils, parents, school personnel and governors;
 - the number of fixed-period and permanent exclusions;
 - incident logs, rewards and sanctions;
 - the number of reported cases of bullying;
 - strategies to improve behaviour and discipline.
- make effective use of relevant research and information to improve this policy;
- annually report to the Governing Body on the success and development of this policy.

Role of the Coordinator

The coordinator will:

- lead the development of this policy throughout the school;
- work closely with the headteacher and the nominated governor;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- work with the school council;
- monitor school support systems;
- undertake classroom monitoring;
- organise a 'buddy system';
- analyze the concerns from the 'worry boxes';
- track pupils through IEPs;
- create links with parents;
- deal with external agencies;
- review and monitor;
- annually report to the governing body on the success and development of this policy.

Role of School Personnel

School personnel will:

- comply with all aspects of this policy;
- maintain consistency in applying this policy throughout the school;
- welcome pupils into the classroom;
- have in place clear classroom routines;
- maintain consistency in applying these routines;
- encourage good behaviour and respect for others;
- praise good behaviour and good work;
- ensure all work is differentiated;
- apply all rewards and sanctions fairly and consistently;



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- work with pupils to compile a list of class rules;
- display class rules;
- work with pupils to compile a list of sanctions and rewards;
- display the list of sanctions and rewards;
- promote self-discipline amongst pupils;
- deal appropriately with any unacceptable behaviour;
- stay calm when dealing with unacceptable behaviour;
- apply any behavioural plans of individual pupils;
- ensure support staff are aware of these plans;
- be aware of and understand the additional needs of pupils in their care;
- take individual children when a situation arises to the calming room to talk about their concerns or worries or just to calm them down if something has upset or angered them;
- have in place and will refer to a visual timetable;
- discuss pupil behaviour and discipline regularly at staff meetings;
- provide well-planned, interesting and demanding lessons which will contribute to maintaining good discipline;
- attend periodic training on behaviour management and identifying harmful sexual behaviour;
- report any form of harmful sexual behaviour;
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- work in partnership with parents and carers in keeping them up to date with their child's progress and behaviour at school;
- ensure the health and safety of the pupils in their care;
- identify problems that may arise and to offer solutions to the problem;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

Role of Pupils

Pupils will:

- be aware of and comply with this policy
- be polite and well behaved at all times;
- show consideration to others;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- support the school code of conduct and guidance necessary to ensure the smooth running of the school;
- obey all health and safety regulations in all areas of the school;
- co-sign and abide by the home-school agreement;
- liaise with the school council to make suggestions about improving school behaviour;



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- take part in questionnaires and surveys.

Role of Parents/Carers

Parents/carers are encouraged to:

- comply with this policy;
- have good relations with the school;
- support good behaviour;
- sign the school's home-school agreement;
- ensure their children understand and value the meaning of good behaviour;
- support school rules and sanctions
- be asked to take part periodic surveys conducted by the school;
- support the school code of conduct and guidance necessary to ensure smooth running of the school.

Sanctions and Rewards

Sanctions and rewards:

- have been devised by the school council and the governing body;
- must be applied fairly and consistently across the school;
- must not be degrading or humiliating to any pupil;
- must be displayed in all classes;

A system is in place to ensure that no child never misses out on sanctions or rewards.

Calming Rooms

See policy.

Exclusion

The governing body has decided that, in exceptional circumstances, exclusion will be used as a sanction either as a:

- fixed term or;
- permanent exclusion.

Pupil Support

A number of pupil support systems are in place and are proving effective in promoting good behaviour. All school personnel work hard to ensure that these systems run smoothly.

Celebration of Good Behaviour



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Good behaviour is celebrated at the weekly achievements assembly. But regular praise and encouragement is part of the school ethos.

Outside Agencies

We have invaluable support for pupils who demonstrate persistent poor behaviour from the:

- educational psychologist;
- educational welfare officer;
- school health nurse;
- social services.

Incidents

- All incidents of bad behaviour are recorded on an incident sheet.
- The co-coordinator thoroughly investigates all incidents and reports to the headteacher.

Raising Awareness of this Policy

We will raise awareness of this policy via:

<ul style="list-style-type: none">▪ School handbook/prospectus;▪ School website;▪ Staff handbook;▪ Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops;▪ School events;▪ Meetings with school personnel;▪ Written communications with home such as weekly newsletters and of end of half term newsletters;▪ Annual report to parents;	<ul style="list-style-type: none">▪ Headteacher reports to the governing body;▪ Information displays in the main school entrance;▪ Text messages;▪ Email;▪ Social media:<ul style="list-style-type: none"><input type="checkbox"/> Facebook.<input type="checkbox"/> Twitter.<input type="checkbox"/> Virtual pin boards.<input type="checkbox"/> School blog.
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Training

We ensure that:

- all school personnel:
 - have received the appropriate training on all safeguarding policies and procedures undertaken by a registered training provider;
 - are familiar with the following documentation:



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- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges.
 - Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children.
- are aware of the following linked policies:

<ul style="list-style-type: none">➤ Maintaining good order and discipline.➤ Safeguarding pupils.➤ The use of reasonable force.➤ Dealing with bullying.➤ Pupils at risk of disaffection.	<ul style="list-style-type: none">➤ Pupil support programmes.➤ Searching, Screening and Confiscation.➤ Equality.➤ Inclusion.
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- the content of all training is correct, delivered well and engages staff, as we believe that the more engaging training is, the better the outcomes that we need to measure;
- that we have in place data that evidences staff understanding by using a simple short multiple-choice test through one of the following applications such as Google Forms, Microsoft Forms, Kahoot or SurveyMonkey;
- we have in place evidence for all staff that:
 - highlights the knowledge gaps in the training;
 - shows how those knowledge gaps were corrected.
- all school personnel understand and undertake their role in safeguarding and child protection effectively.

Safeguarding

We are committed to safeguarding and promoting the welfare of all children as the safety and protection of children is of paramount importance to everyone in this school. We work hard to create a culture of vigilance and at all times we will ensure what is best in the interests of all children.

We believe that all children have the right to be safe in our society. We recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both pupils and school personnel, training for school personnel and with working with parents. We teach all our children about safeguarding.

We work hard to ensure that everyone keeps careful watch throughout the school and in everything we do for possible dangers or difficulties. We want all children to feel safe at all times. We want to hear their views of how we can improve all aspects of safeguarding and from the evidence gained we put into place all necessary improvements.



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Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Race Disparity Audit

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the governing body for further discussion and endorsement.

Linked Policies

<ul style="list-style-type: none">▪ Safeguarding and Child Protection▪ Supervision of Pupils▪ Pupil Exclusion▪ Calming Rooms▪ Searching, Screening and Confiscation▪ Involving School Personnel in Decision Making	<ul style="list-style-type: none">▪ Health and Safety▪ Anti-Bullying▪ Positive Handling (Restraint of Pupils)▪ Home School Agreement▪ Character Education▪ Involving School Personnel in Decision Making
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See Appendices Documents section on Policies for Schools Website

- Frequency of Policy Monitoring
- Monitoring Implementation and Policy Effectiveness Action Plan
- Initial Equality Impact Assessment
- Policy Evaluation



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- Policy Approval Form

We believe this policy:

- has been reviewed thoroughly by the safeguarding governor and the designated safeguarding lead has been questioned on it to make sure it stands up to scrutiny;
- flows and is easy to follow;
- is an essential part of the school;
- supports staff in managing certain situations;
- forms an important framework that will ensure consistency in applying values and principles throughout the establishment;
- provides guidance, consistency, accountability, efficiency, and clarity on how the school operates;
- provides a roadmap for day-to-day operations;
- ensures compliance with laws and regulations, gives guidance for decision-making, and streamlining internal processes;
- is designed to influence and determine all major decisions, actions and all activities taking place within the boundaries set by them;
- stems from the school's vision and objectives which are formed in strategic management meetings;
- has been received by all school personnel via appropriate safeguarding training;
- is provided to all school personnel and a hard copy can be found in the staffroom reference library.

Headteacher:		Date:	
Chair of Governing Body:		Date:	

Addendum

March 2022

We are aware that Ofsted have updated their school inspection handbook. We have in place awareness training for all school personnel and governors that covers the contents of the handbook.



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The headteacher will be aware that the 'behaviour and attitudes judgement considers how leaders and staff create a safe, calm, orderly and positive environment in school and the impact this has on the behaviour and attitudes of pupils.' The inspectors will be looking for:

- a calm and orderly environment in the school and classroom, as this is essential for pupils to be able to learn;
- the setting of clear routines and expectations for the behaviour of pupils across all aspects of school life, not just in the classroom;
- a strong focus on attendance and punctuality so that disruption is minimized;
- clear and effective behaviour and attendance policies with clearly defined consequences that are applied consistently and fairly by staff;
- pupils' motivation and positive attitudes to learning as important predictors of attainment;
- a positive and respectful school culture in which staff know and care about pupils;
- an environment in which pupils feel safe, and in which bullying, discrimination, sexual harassment, sexual abuse and sexual violence (online or offline) are not accepted and are dealt with quickly, consistently and effectively whenever they occur;
- effective behaviour policies in place regarding harmful sexual behaviour which include details of appropriate sanctions.

(Amended from 'Ofsted School Inspection Handbook (DfE 2022)')