



Kennington Primary School

Behaviour and Discipline Policy

<i>Reviewed by</i>	<i>Date</i>	<i>Signed</i>
<i>HT & Governors</i>	<i>April 2016</i>	<i>S Pritchard</i>
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Kennington Primary School

Behaviour and Discipline Policy

1 Aims of the Policy

Good behaviour is central to all we do at Kennington Primary School. It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

High standards of behaviour will be expected and promoted at all times in lessons and throughout every aspect of the school's life. All members of staff will set high standards and children will be given clear guidance on what is expected of them. We will work in partnership with parents to ensure that the school's values become central to the lives of all the children. Home and School Agreements will promote this policy

The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considered way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way.

The policy aims:

To help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

To help children lead disciplined lives and to understand that good citizenship is based upon good behaviour.

To build a school community which values kindness, care, good humour, good temper, obedience and empathy for others.

To use good behaviour to promote community cohesion.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

At all times we use “Positive Discipline” as a helpful tool to manage the behaviour of all the children positively and effectively. We use a simple Behaviour Management model/plan to try to look at ways of changing the unacceptable behaviour. The model is based on mutual respect from all staff and children in our school.

Behaviour Management Model/Plan

- ❖ State what you expect from your class in the classroom, routines and procedures
- ❖ Display photographs in the classroom of children displaying good behaviour
- ❖ Plan for good behaviour
- ❖ Use positive language, “hands up thanks!”
- ❖ Use inclusive language, “our/we”
- ❖ Identify the “triggers” to a particular behaviour in the classroom or with particular children

When dealing with a problem avoid conflict and an audience. **KEEP CALM:** -

- ❖ Use description of reality
- ❖ Never ask why, always use where/what/how?
- ❖ “What’s the class/school rules?” repeat, repeat.
- ❖ Give choice, “what’s the rule about hats? In your bag or on my desk”, don’t feed arguments.
- ❖ Discuss with the child ways of changing the behaviour
- ❖ Consider your reaction to the behaviour. **REMEMBER** it is the behaviour that you dislike not the child.
- ❖ Remember **REPAIR AND REBUILD** time
- ❖ Teach children how to make amends
- ❖ If a child comes to apologies be graceful and accept the apology even if you are still grieved.

2. Rewards and Sanctions

At Kennington Primary School we have adopted parts of the SEAL programme which we feel are suitable for our setting and context. These parts are central to the promotion and development of positive behaviour with all our children. This is further enforced through circle time, the PSHE curriculum, whole school assembly themes and our weekly “I Can” theme.

Rewards

❖ Head Teacher Award

This is awarded each Friday in our Awards Assembly. Each teacher in recognition of promoting the school ethos, following the School Rules, following our “I Can” theme and setting a good example generally with regards to behaviour and good manners nominates a child from their class.

The children come out in front of the whole school and receive a sticker and certificate from the Head Teacher. The names of the children are also published in the fortnightly newsletter and put in the playground notice boards.

Also in this Assembly children can show certificates, medals, etc that they have gained out of school.

❖ Positive Behaviour Points

These are awarded to children via the Management Information System (Arbor). They are awarded to children for either Positive Attitude Towards Work and Positive Attitude Towards Behaviour. The points are recorded on the MIS and can be viewed by staff and parents via the Parent Portal. A tally is recorded for each child and those children who have accrued the most Positive Points will be rewarded at the end of each term.

❖ Team Points

All children will be allocated a team:
Emeralds, Diamonds, Rubies, Sapphires

All children can earn team points for good work and good behaviour. Once a child has been allocated a team point it **cannot be taken away** for bad behaviour.

Each class will have a team point chart and children will add to the chart when they are given a team point.

The team points will be collected each Friday by monitors and the winning team announced in the Assembly on Friday. The results will be recorded on the Team point board in the main corridor.

❖ Individual Recognition

This can vary from class to class depending on the age of the children. This could include a smiley face on the child’s work, a special comment from the teacher, a sticker, take work to show another teacher or head teacher, a note put in homework diary, message sent home to parents.

An excellent piece of work could be displayed in class, in the corridor, in the Headteachers room or in our visitors' book.

❖ Golden Time

This will take place on Friday afternoons for 25 minutes max before 3pm

Children will have a selection of educational activities to choose from, they do not bring "toys" in from home. Some classes may decide to let the children "sign up" for a selection of activities during the week.

Sanctions

All our sanctions should be based on a positive behaviour approach, reflecting and reinforcing the 3 Promises:

- I promise to help everyone feel safe
- I promise to allow everyone to learn
- I promise to treat others the way I want to be treated

The class teacher discusses the 3 Promises with their class. In addition to these, each KS2 class also has its own classroom code, which is agreed by the children and displayed on the wall in the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour the class teacher discusses these with the whole class during 'circle time'.

Corporal punishment is not used in school. The discipline of the school is built upon a positive approach towards the children. A high priority is placed on the development of self discipline and self control. All staff in school have high expectation of pupils' behaviour. We encourage politeness, trust and caring attitudes. We praise and reinforce good behaviour and children share their successes with each other in our Friday Awards Assemblies.

Bullying

Bullying is a behaviour by an individual or group repeated over time, that intentionally hurts another individual or group either physically or emotionally. At Kennington Primary School we aim to prevent bullying by teaching the importance of value and respect during lessons and assemblies. Children are actively encouraged to talk about problems and worries and staff will always listen carefully to all involved.

Please see the schools 'Anti Bullying-Policy' for more information.

If children misbehave, we try to make it clear why their behaviour is considered wrong, and if necessary some withdrawals from privileges may be necessary as a punishment. If children persistently cause problems through their behaviour, we will always contact the parents.

In disciplining their own classes the following sanctions should be considering appropriate by class teachers:

Traffic Light System

- All children start the day on green.
- Move to Star if behavior is exemplary.
- Warned about moving to amber.
- Move to amber. No more chances before red.
- Placed on red. Miss 5 mins Golden Time at end of week.
- Logged on the Arbor system as -1 behaviour point.
- Children return to green at start of new day
- No going back from red during the day.
- Further misbehavior –time out in another class and loss of playtime.
- Further misbehavior – sent to KS Leader for rest of session
- Further misbehavior – sent to head teacher issue recorded in Discipline Book and parent informed.
- Only teacher to sanction a move. (teachers are to use own judgment and discretion to help children stay out of red).
- Serious behavior incidents reported to SLT immediately. Behaviour logged on the Arbor system as Behaviour Incident.

Playtimes and lunchtimes.

- Warned
- Amber Card 5 minutes time out
- Red Card 5 minutes time out. Reported to class teacher. Logged in Behaviour Log
- If this happens on two consecutive days, miss entire of following day play/lunch.

Sanctions

- Lose minutes of Golden Time
- Lose playtime/lunchtime
- Isolation
- Not allowed to represent school as a member of the school team
- Not allowed to attend After School Clubs

In cases of extreme behaviour children will be excluded for a fixed term.

We treat all children fairly and apply this system in a consistent way.

It is not acceptable to:

- Hit or smack a child

- Stand children outside the classroom door
- Keep children behind after school
- Leave children unsupervised
- Use curriculum subjects as a punishment

❖ Negative Behaviour Points

Each class teacher should log incidents when a child is moved onto red on the traffic light system via the MIS using Negative Behaviour Points. These can be seen by senior leaders and also Parents via the Parent Portal. SLT will monitor the Negative Behaviour Points and will arrange to see parents if they feel too many negative points are being accrued.

If a child persistently demonstrates poor or disruptive behaviour then it may be appropriate for the child to have a Behaviour Management Plan/IEP. The class teacher, SENCO/head, parents and child will meet to discuss the problem and to draw up the plan/IEP together. It also may be necessary to consider placing the child on the Special Needs List at School Action/School Action Plus if this has not already occurred. Advice and assessment from outside agencies could also support the plan.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. See anti-bullying policy.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996; *The Use of Force to Control or Restrain Pupils*. Staff in our school do not hit, push or slap children. Teachers only intervene physically to restrain children or to prevent injury to a child or if a child is in danger of hurting him/herself. Welfare staff and Non-teaching members of staff do not use force to restrain children under **any** circumstances. If a problem occurs assistance must be sought from a senior member of staff. The actions that we take are in line with government guidelines on the restraint of children. A copy is included with this policy.

3. The Role of the Class teacher

It is the responsibility of the teacher to ensure that the school rules are enforced in their classroom, and that their class behaves in a responsible manner during lesson time.

All the teachers in our school have high expectations of the children in terms of behaviour and they strive to ensure that all children work to the best of their ability. The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself using the “Traffic Light” system. However, if misbehaviour continues, the class teacher seeks help and advice from the Senior Management Team and ultimately the Headteacher.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. However the class teacher must contact a parent if there are concerns about the behaviour or welfare of a child.

4. The Role of the Headteacher

It is the responsibility of the Headteacher, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. The Headteacher reports each term to the Full Governing Body any incidents recorded in the Behaviour Incidents on the Arbor system. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher will involve parents at an early stage where a learner is experiencing problems with behaviour. When there is a serious problem with a child’s behaviour, the headteacher will, where appropriate, involve outside agencies.

The Headteacher keeps records of all reported serious incidents of misbehaviour on the Arbor Behaviour Incident section.

In extreme cases, a child’s inappropriate behaviour or failure to respond to help, support and other sanctions may result in the child being excluded from school by the Headteacher in accordance to the Local Authority Children’s Service Exclusion and Suspension Guidelines.

The Headteacher has the responsibility for given fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

5. The Role of Parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the '3 Promises' in the school prospectus and we expect parents to read these and support them.

We expect parents to support their child's learning and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem a formal grievance or appeal process can be implemented as laid out in the Complaints Procedure Policy

6. The Role of Governors

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

7. Fixed-term and Permanent Exclusions

Only the Headteacher (or the Acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, parents must be informed immediately, giving reasons for the exclusion. Also the parent must be informed that it is their responsibility to ensure that their child is not present in a public place in school hours during the first five days of any fixed exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

From 2007 schools are required to arrange full-time education (off site) from and including the sixth day of any period of fixed exclusion of six days and longer.

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The Governing Body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA and consider whether the pupil should be reinstated.

If the Governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

8. Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis and reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The overall effectiveness of this policy will promote the excellent ethos of the school. It will ensure that children and staff are happy and that they enjoy coming to school. It will underpin excellent teaching, learning and progress. It will promote the high standards and high expectations set out in the school's aims and rules of conduct. It will be used to promote community cohesion and support and reinforce other related policies and practices within school.

The Headteacher keeps a record of any pupil who is excluded for a fixed-term or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently.

9. Review

The Governing Body reviews this policy every two years. The Governors may, however, review the policy earlier than this, if the Government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

Appendix

- Circular 10/98
- Policy on Care and Control of Pupils
- Behaviour Plan
- ABC Chart
- Plan of Action
- Progress Book
- Home-School Agreement