



KENNINGTON
PRIMARY SCHOOL

Behaviour and Discipline Policy

<i>Reviewed by</i>	<i>Date</i>	<i>Signed</i>
<i>HT & Governors</i>	<i>March 2018</i>	<i>S Pritchard</i>
<i>HT & Governors</i>	<i>October 2018</i>	<i>S Pritchard</i>
<i>HT & Governors</i>	<i>October 2019</i>	<i>S Pritchard</i>
<i>HT & Governors</i>	<i>October 2020</i>	<i>S Pritchard</i>
<i>HT & Governors</i>	<i>October 2021</i>	<i>S Pritchard</i>
<i>HT & Governors</i>	<i>October 2022</i>	<i>S Pritchard</i>
<i>HT & Governors</i>	<i>February 2023</i>	<i>S Pritchard</i>

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.

Legal Framework

The Policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

Education Act 1996
Education Act 2002
Equality Act 2010
Educations and Inspections Act 2006
Health Act 2006
The School Information Regulations 2008
DfE (2016) Behaviour and Discipline in Schools

DfE (2018) Sexual Violence harassment between children n schools and colleges
DfE (2018) Mental Health and behaviour in schools
DfE (2015) Special Education needs and disability code of practice: 0 to 25 years
DfE (2013) Use of Reasonable Force
Voyerism (Offences) Act 2019

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 the 3 Promises in the classroom in a prominent position
- ❖ Plan for good behavior, high expectations and standards
- ❖ 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 before negative behavior occurs

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

When a child is displaying negative behavior:

- ❖ Tell the child what the negative behavior is that they are displaying
- ❖ Ask them to tell you which of the 3 Promises they are not keeping

- ❖ Tell them that you would like them to display positive behaviours that they have displayed in the past
- ❖ Move them to the appropriate colour on the traffic light.
- ❖ Speak to them at the end of the lesson/day about their behaviour

2. Rewards and Sanctions

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 assembly themes 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.

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

Class Dojo Points

Positive points are distributed in the form of Class Dojo points. This is a web based points system and used throughout the school (Reception from the Summer Term). Children are awarded points for good behavior and good work. They log these points themselves on the class screen. The individual points also go towards the children's school team, Emeralds, Diamonds, Rubies and Sapphires. 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.

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.

❖ 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, or on our 'Wonder Wall' in the front entrance.

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 child individually

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.

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. Child spoken to individually.
- Logged on the Arbor system as a Negative Level 1 Incident
- Email sent to parent. Head teacher notified.
- Children return to green at start of new day
- No going back from red during the day.
- Further misbehavior – time out in another class appropriate to the circumstances .
- Further misbehavior – sent to KS Leader for rest of session
- Further misbehavior – sent to head teacher issue recorded as an Incident on Arbor and parent informed.

- All staff can sanction a move (staff 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 a Negative Level 2 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 on Arbor
- If this happens on two consecutive days, miss entire of following day play/lunch.

Other Sanctions

- Lose playtime/lunchtime
- Work outside the classroom
- 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

❖ Logging a Behaviour Incident

- Each class teacher should log incidents when a child is moved onto red on the traffic light system via Arbor which should be recorded as an **Incident**. These can be seen by senior leaders and also Parents via an email and also the Parent Portal on Arbor.
- For a Level 2 incident it will be necessary for the class teacher to speak to the parents to discuss the behavior. This must be done straight after school, face to face or by a telephone conversation.
- Level 1 and 2 incidents can be logged by any staff member.
- The email template for a Negative Level two behavior asks parents to seek out the class teacher at home time or contact school the same day if they are not collecting.
- Contact must be made within 24 hours of the incident.

- If an incident has happened on a Friday and parents have not been spoken to, staff must endeavor to make contact before 5pm, not wait until the following Monday.
- SLT will monitor logged behaviour incidents on a daily basis. Those children who appear on red will be spoken to by a member of the SLT the following morning and reminded about behaviour expectations.
- Children who appear on red on three occasions in half a term will be placed on a behaviour report card for the following week and a meeting arranged with parents via the Key Stage Leaders to discuss how the child can be supported in school and at home.

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.

See Appendix 1 for a list of negative behavior types, levels of behaviours and their definitions and the email template for Level 1 and Level 2 incidents.

Dealing with incidents

We believe it is important that all children have a voice and all children's concerns are listened to. When a child approaches a member of staff with a complaint or concern about the actions of another child, they must make sure that the matters are looked into. This may mean speaking to the other child/ren involved and trying to resolve the situation fairly. The phrases "Just ignore them" or "don't play near them" are not acceptable to use. Once a situation has been resolved, all parties should be asked if they feel that the situation has been resolved fairly. This is to avoid children going home and reporting to parents "I told my teacher but they didn't do anything".

If a member of staff feels unable to resolve a situation, they must pass it on to a more senior member of staff to deal with.

Any incidents that do not fit the criteria for the Arbor behaviour system should be logged on CPOMS under 'Behaviour Related Log' This helps to build a picture of repeated behaviours.

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.

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.

Use of Force

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.

Negative Behaviour Types, Level and Definitions

Email Notification Messages

Behaviour	Level	Explanation
Fighting	2	Any act of deliberate physical aggression between two or more pupils that involves punching, kicking, slapping etc by both parties and may have to be separated by a member of staff.
Hurting Others	2	Deliberately hitting, pushing, kicking another child as either the instigator or in retaliation to another child's actions.
Leaving the Premises	2	Climbing over the perimeter fence or locked gate or letting themselves out of the security door.
Physically Abusive Towards Staff Member	2	Deliberately hitting, punching, scratching, biting, pinching a member of staff in an act of aggression or defiance.
Refusing to complete work	2	Deliberately saying 'No' when asked to complete a piece of work. This may be accompanied by throwing equipment on the floor or pushing work away from them.
Stealing	2	Intentionally and knowingly taking another persons property without permission.
Swearing	2	Any use of foul language towards another pupil or adult.
Using Racist Language	2	The use of any language towards a child or a member of staff that is of a racist nature causing offence or upset.
Verbally Abusive Towards Staff Member	2	Using offensive, or aggressive language towards a member of staff where the intention is to threaten, upset or intimidate.
Violent Threat Towards Another Child	2	Using offensive, or aggressive language towards a child where the intention is to threaten, upset or intimidate.
Being rude and bad mannered	1	Showing a lack of courtesy and manners towards other members of the school community.
Continually not following instructions	1	Not doing what the teacher or another adult has asked over a number of occasions.
Continually shouting out	1	Calling out on a regular basis without following the teacher set rule for offering answers in whole class or group discussion.
Not completing work due to distracting/distraction	1	Over the course of a lesson the set task has not been completed satisfactorily as a result of a child engaging in other activities such as chatting, playing with equipment or allowing themselves to join in with distraction rather than informing the teacher.
Not doing homework set	1	Homework has not been completed and brought in on the set day for submission and no reasonable explanation has been given.
Not letting others learn	1	Continually distracting other children around them.
Not staying in seat	1	Continually getting up from their seat for no reason other than to wander round the class talking to others and avoiding doing work.
Persistent Talking	1	Continually talking whilst the teacher is teaching or while children are trying to work. This would be talk unconnected with the work going on in class.
Saying hurtful things to others	1	Deliberately upsetting a child with unkind words or actions including the written word or facial expressions.
Wilfully damaging property.	1	Deliberately damaging or breaking school or personel property.

Negative Level 1 Behaviours

We are sorry to say that your child received a Negative Behaviour Point today. Please will you speak to them about it. Should you wish to discuss the matter further, please speak to their class teacher at home time. You can keep track of their behaviour points by visiting their page on the Parent Portal <https://kennington.uk.arbor.sc/>

Negative Level 2 Behaviours

Please could you speak to your child's teacher at home time to discuss their behaviour today. They have been involved in an incident of negative behaviour that we need to discuss with you to make sure it does not happen again. If you are not collecting your child in person, or have received this email after picking up and the class teacher has not spoken to you, please call school between 3pm-5pm. Thank you.

Lunchtime Communication System

- The first thing to remember is that lunchtime staff should be vigilant at all times in order to be able to intervene BEFORE an issue arises.
- Sometimes issues arise spontaneously and so should be dealt with immediately following the school's behaviour and discipline policy.
- Should information be needed to be passed on to the staff from a class, welfare should liaise with the teaching assistant in the class of the child or children there has been an issue with. If the class teaching assistant is unavailable, information should be passed on to Mrs Nuttall.
- On the rare occasion that Mrs Nuttall is not available either, the welfare assistant should speak to a TA in a neighbouring class.
- If an issue that has arisen needs to be dealt with, the teaching assistant will be responsible for trying to bring the issue to a satisfactory resolution by speaking to those children involved immediately, allowing the class teacher to begin the teaching in the afternoon.
- Whilst dealing with the issue, it must be made clear to the child that the issue will be resolved and the class teacher will be informed.
- The teaching assistant should inform the class teacher about the issue and the resolution reached before the end of the day.
- The class teacher should try and speak to parents at the end of the day to ensure that they are fully informed of what the issues were and what the resolution was if they feel it is serious enough.
- If it is a behaviour issue, it should be logged on Arbor as an Incident. This can be done by the class teacher or the teaching assistant.