

Kenningtons Primary School

Behaviour and Discipline Policy

Aims

The Governing Body believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. It seeks to create a caring, learning environment in the school by:

- promoting good behaviour;
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- ensuring fairness of treatment for all;
- encouraging consistency of response to both positive and negative behaviour;
- promoting early intervention;
- providing a safe environment free from disruption, violence, bullying and any form of harassment;
- ensure that pupils complete assigned work;
- regulate the conduct of pupils;
- encouraging a positive relationship with parents and carers to develop a shared approach, involving them in the implementation of the school's policy and associated procedures.

This is written in line with the document: Behaviour and discipline in schools – A guide for head teachers and school staff (Department for Education).

Roles and responsibilities

The Governing Body established, in consultation with the Headteacher, staff and parents/carers, the policy for the promotion of good behaviour, which they regularly review. They ensure it is communicated to pupils and parents/carers, is non-discriminatory and that the school's expectations are clear. Governors support the school in maintaining high standards of behaviour.

The Headteacher is responsible for the school's policy and procedures, and may delegate aspects of its day-to-day implementation and management to a designated member of the school's leadership team. Support for staff faced with challenging behaviour is also an important responsibility of the Headteacher and Senior Leadership team.

All staff, including teachers, support staff and volunteers, are responsible for ensuring that the policy and procedures are followed, and are consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher and School Leadership team, for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.

The Investors in Pupils programme provides a pupil participation framework for schools. It is a concept to empower pupils, increase motivation and contribute to raising achievement. It is a framework for involving pupils in decision making, developing responsibility in their learning, behaviour, attendance, classroom management and induction. Pupils learn about how the school is run and in turn they learn how they can contribute to the running of the school. Pupils commit to common goals and teamwork by developing class mission statements and class targets. Personal targets encourage children to decide their own area for development in learning behaviour. They are responsible for reviewing their own targets and setting new goals.

Parents/Carers are expected to take responsibility for their own behaviour on or off the school site and will be made fully aware of the school policy, procedure and expectations.

Parents and Carers will be expected to support the School when reasonable sanctions have been used and will promote positive behaviour at home in order to have continuity between home/school.

Pupils also have a responsibility to ensure that incidents of disruption, poor behaviour, bullying and any form of harassment are reported. Children are encouraged to take responsibility and to develop self-discipline. They will respect and care for others. They will listen and learn together, resolving disputes positively. They will adhere to the school rules and be aware of their own emotions and actions, and take responsibility for these.

Procedures

The procedures arising from this policy are developed by the Headteacher in consultation with the staff. The procedures will make clear to the pupils how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, pupils and parents/carers. The procedures will be consistently and fairly applied and promote the professional responsibility of every member of the school towards the whole community.

Rewards

A school ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping pupils to realise that good behaviour is valued. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups. The learning zones, and related stickers, are used to reward appropriate learning behaviours.

During the lunch time session Midday staff give out good behaviour stickers to pupils displaying positive attitude to others. There are also a regular Prizegiving assembly when achievements and progress are celebrated.

Sanctions

Sanctions are needed to respond to inappropriate behaviour.

Sanctions in school include:

- missing time from next play – payback of time
- community service
- letters to Parents/Carers
- verbal contact home with Parents/Carers
- meeting arranged with Staff and Parent/Carers
- discussion with Parents/Carers and planned intervention
- Isolation
- Exclusion

A range of sanctions are clearly defined in the procedures and their use will be characterised by clarity as to why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. Most sanctions may be implemented by all members of staff.

Only the Headteacher may exclude a child, and the numbers of exclusions each term are reported to the Governing Body. The appropriate Local Authority Exclusion Notification procedure is followed if a pupil is excluded.

Children with identified Special Education Needs or a Pastoral Plan have their own individual sanctions, as appropriate.

Training

The Governing Body will ensure that appropriate high quality training on all aspects of behaviour management and modification is provided to support the implementation of the policy. Many school staff are restraint trained using 'Positive Handling'.

The powers to use reasonable force

The term 'reasonable force' covers the broad range of actions used by most staff that involve a degree of physical contact with pupils.

The legal provisions regarding school discipline provides members of staff with the power to use 'reasonable force' to prevent students committing an offence, injuring themselves or others, damaging property and to maintain good order and discipline in the classroom.

This is in accordance with the Department for Education non-statutory advice "Use of Reasonable Force" document. It is intended to provide clarification on the use of force to help school staff feel more confident about using this power when they feel it is necessary and to make clear the responsibilities of head teachers and governing

bodies in respect of this power (DfE, Use of reasonable force, July 2013). The advice is for school leaders and school staff in all schools in England and the document is **guidance only**.

Actions may include staff physically removing a pupil from a room if they have refused when instructed to do so, or maybe preventing a pupil from behaving in a way that disrupts a school event.

Kenningtons Primary Academy does not require parental consent to use reasonable force on a student.

We acknowledge our legal duty to make reasonable adjustments for disabled children or children with Special Educational Needs.

Power to search pupils without consent

In addition the Headteacher and authorised staff can use such force as is reasonable given the circumstances to conduct a search for 'prohibited items' such as:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic items
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Inter-relationship with other school policies

In order for the behaviour policy to be effective, a clear relationship with other school policies, particularly equal opportunities, special educational needs and anti-bullying, has been established.

Involvement of outside agencies

The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of external support available.

Pastoral Team

The Pastoral Manager and Emotional Wellbeing Team assist and encourage vulnerable pupils throughout the school day. Staff are supported with the

implementation of Pastoral Plans, plans developed for pupils needing additional support to better manage their behaviour and emotions.

Appropriate interventions are provided to help ensure pupils, and their families receive the support they need as early as possible. Pupil interventions may include Socially Speaking, Lego Therapy, Yoga or referral to School's Counselling Service.

Bullying

Please see appropriate policy: Anti Bullying Policy

Racism

Please see appropriate policy including Equality Plan.

Review

The Headteacher, in consultation with the staff, will undertake systematic monitoring and conduct regular reviews of the behaviour management policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The Headteacher will keep the governing body informed.

The Governing Body will regularly review this policy to ensure its continuing appropriateness and effectiveness.

Signed:  (CHAIR OF GOVERNORS)

Date adopted: 10/05/18

Review: MAY 2021

