



Kempsford C of E Primary School

Together, we all RISE

Behaviour and Discipline Policy

Category	Policy
Version	4.8
Published	1 st January 2019
Owner	Head teacher
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This is the behaviour and discipline policy of the school. It is reviewed by the Standards committee, signed off by the head teacher and must be adhered to and implemented by all parties mentioned within the document.

Approved

Document History

Version	Date	Comments
1.0	September 2008	New version of policy document approved
2.0	September 2009	Reviewed and approved
3.0	September 2011	Reviewed and approved
4.0	September 2012	Minor content revisions and updates
4.1	14 th January 2013	Document updated for formatting and layout
4.2	September 2013	Reviewed and approved
4.3	July 2014	Amended and approved
4.4	September 2014	Behaviour consequences updated
4.5	October 2014	Behaviour Stages and Exclusions updated
4.6	September 2016	Homework rewards and reflection times updated
4.7	September 2017	Reviewed
4.8	January 2019	Rewards and recording updated

Document Control

Approved:	?
Next scheduled review date September 2019	

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Overview

Statement on General Principles for Behaviour and Discipline

The Governors of Kempsford Church of England Primary School place high emphasis on the school's role in the direction of children's spiritual and moral development. They are highly committed to the vision of a caring community, where self-worth, respect for each other, knowing right from wrong and a sense of community and belonging are promoted within a Christian ethos. Such values are promoted positively and consistently throughout the school by all staff and helpers, in line with this statement and the Behaviour and Discipline Policy document.

Good behaviour is promoted primarily by praise and encouragement, with rewards for effort as well as achievement.

The participation of parents is actively sought in promoting good standards of behaviour.

Opportunities will be provided in and out of the classroom for children and staff to raise concerns or worries regarding behaviour and discipline.

Low standards of behaviour in the form of bullying of any kind, including racial bullying, sexual harassment, rough behaviour, bad language or a lack of respect are not tolerated. Such behaviour will be deemed unacceptable and steps will be taken to correct it. However the principle that it is the behaviour, not the child, which is unacceptable, will always be upheld.

Policy

This policy sets out the controls and responsibilities for managing behaviour and discipline at Kempsford Church of England Primary School.

1 Associated Policies

This document should be read in conjunction with the Safeguarding Policy, Anti-Bullying policy, the Teaching for Learning policy, the Physical Intervention policy and the policy for Personal, Social and Health Education. It is intended to give further detailed guidance on the expectations of the school and procedures to be carried out under certain circumstances.

2 Staff and Governors

The staff and governors of Kempsford Church of England Primary School place a high priority on all aspects of Personal and Social Education. All members of staff take responsibility for the behaviour and discipline of the children and recognise the need for a consistent approach. The strength of the partnership between home and school is acknowledged and promoted.

3 Kempsford Values

The Kempsford Values and Rules for the Playground were established after discussions with all children and staff. They form the basis for the promotion of a safe, caring environment in which children can enjoy learning. The children are regularly made aware of these values, which are displayed in all classrooms and in the school hall. Children are helped to understand the consequences of disregarding rules. Regular 'Circle Time' and discussion in every class gives all children the opportunity to express their opinion and raise issues of concern. The school council provides children with a vehicle to influence policy and practice in the areas of behaviour and discipline.

4 Behaviour Management

Bullying, racial bullying, sexual harassment, rough behaviour and bad language are not acceptable at any time. Children are encouraged to tell an adult or an older child if they are unhappy about anything. There is an emphasis on positive encouragement and praise and children are encouraged to acknowledge the good behaviour of others. Children may be rewarded for good behaviour through verbal praise, the awarding of stickers and 'House Points' and presentation of certificates.

In 2019, the School reviewed this policy and an agreed procedure for behaviour management was established, to ensure a consistent approach for all. A log of playtime and lunchtime behaviour incidents is kept – classroom behaviour is managed / monitored by teaching staff and the ELSA records daily behaviours at the end of each day, using the classroom behaviour charts.

Behaviour is reviewed weekly by the ELSA and Head teacher.

5 Behaviour Stages and Exclusions

This is an overall structure that applies to behaviour and attitude in class, collective worship or other communal events, on the playground, during visits, **Breakfast Club (BC) and After School Clubs (ASC)** and travelling to and from school. All children start on white at the beginning of each day. Children will be awarded with RISE awards and house points. **BC** and **ASC** will always begin on white and the same reward chart will be followed. The BC and ASC Terms and Conditions should be read in conjunction with this policy.

	Gold Star – text sent home
Start	Each day, all children begin here
	Verbal reminder
	2 nd Verbal reminder – 2 minute reflection outside of class, supervised
	Time out of class for a period of time, supervised

5.1 Steps for Dealing with Inappropriate Behaviour

1. At playtimes: removed to time out bench for a given period of time and name reported to the class teacher when duty staff or the MDSA handover to teaching staff.
2. All other times: teacher/member of staff speaks to a child who adjusts his/her behaviour accordingly and a verbal warning given (yellow stage).
3. Behaviour continues to be inappropriate: orange stage, dependent upon the judgement of the teacher and a 2 minute time out in the classroom given
4. Continued inappropriate behaviour: Child moved to red and “time out” (5-10 minutes) outside their class occurs. Behaviour reported to the ELSA and discussed and recorded. If a pupil moves down to red during the morning, when **the teacher leads** class into the dining hall, an **ABC form** is handed across to the ELSA briefly explaining the circumstances leading to red so the pupil has appropriate time out sanction during lunch time. During the time out, the child discusses the red with the ELSA and strategies discussed to improve the highlighted behaviours. This information is passed to the class teacher for the afternoon session. At the end of the day, the parent is informed of the ABC by the class teacher. This is either done on collection or by telephone.
5. If a second red during the afternoon session, time out with the ELSA with a formal recording completed using an ABC form.
6. If more than 2 reds in a week: Child loses playtime and lunchtime and stays in with an adult. Impact of behaviour discussed and a behaviour timetable issued for an initial seven days and parents will be informed. A parent discussion will take place between the ELSA, parents and class teacher. This meeting will happen
7. Continued inappropriate behaviour: Home-school diary put into place for a month. The diary must be seen by a senior member of staff at the end of each day. The school will support the child with additional work with the ELSA. If incidents continue to occur during lunchtimes, the school reserves the right to request the child is taken off the school premises during the lunch hour by a parent/carer. It is the responsibility of the child and teacher to ensure the diary is completed, signed by the senior teacher, **signed by parent/guardian** and returned to school each

day. If more than 3 occur within this period, internal isolation will happen – child is removed from his/her class and works in another class/with ELSA/Head teacher for one week (or other fixed period). During point 7, point 8 will be considered and if felt necessary, implemented.

8. Child will be put on a behaviour My Plan.
9. Continued inappropriate behaviour: Meeting with parents/child and a fixed term exclusion or exclusion from lunchtimes depending on situation will occur, where appropriate.
10. Educational Psychologist is requested where deemed appropriate, moved to MyPlan+ for Behaviour (graduated pathway followed and external agencies are involved to support the child and family)
11. School will inform the Local Authority Inclusion Team.
12. A Personal Support Plan (PSP) will be written and put in place. To be reviewed after 8 weeks. During the period, the school will provide additional support. The school will also, where deemed appropriate, begin the managed move process to ensure continuous provision of education is provided in case the PSP is not providing the impact that is hoped for.
13. Further fixed term exclusions may occur within the duration of the PSP.
14. Permanent exclusion process will be put in place.

In relation to the final two points the school will follow the exclusion procedures adopted within Gloucestershire Local Authority.

6 Reporting

The ELSA and Headteacher must be informed if a child is having difficulty with behaviour and whenever a parent has been informed. When a parent has been contacted, this will be logged and recorded on the ABC.

7 Lunchtime Supervision and Reporting

The class teacher should be informed, by the lunchtime supervisors, of any behaviours that are below a white. Gold's must also be reported to the class teachers. Intentional physical misbehaviour during the lunch break are reported directly to the Headteacher.

8 Training and Risk Assessment

1. Risk Assessments will be drawn up where a child's behaviour is likely to become physical or threatening to staff or other children, and a Personal Positive Handling Plan will be drawn up for the child concerned. This will be in line with DfE guidance and latest advice from the Teaching Unions.

8.1 Use of Physical Force.

What is reasonable force?

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- 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.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.
- restrain a pupil at risk of harming themselves through physical outbursts.

9 Supporting Materials/Rewards

Materials to support this policy are included after this point.

9.1 Rewards

In each classroom, children can see the behaviour chart, above, which is used to praise positive learning progression or attainment.

RISE stickers

These can be used independently by all adults to reward any element of RISE at any point. It is at the discretion of the adult awarding the sticker as to which element of RISE the sticker has been awarded for. The guidance is for any element of RISE that is 'above and beyond' the normal, which is contextual therefore at the adults discretion. Children receive a 'star' in Celebration assembly which is then suspended from the RISE ceiling. Only children who have received RISE stickers throughout the week can go forward to the RISE Awards.

RISE Awards

RISE awards are presented each Friday morning. All colleagues will discuss which child will be gaining the award during and after school meeting every Thursday. Only children who have gained a RISE sticker during the week can go forward for the award.

Gold Achieved

Every child who gets to "Gold", a text is sent home to the parent on a Friday, "Gold" record runs Thursday to Thursday.

Whole school rewards;

At the beginning of each week, every child begins with 20 mins allocated 'Golden Time' which is provided during a Friday afternoon to each class. If, during the week leading up to Golden time, a child moves down to orange twice, 5 minutes of Golden time is lost. If a red is recorded at any point during the week, 10 minutes of Golden time is lost. The child will spend time with the ELSA in the Ark

At the end of each seasonal term (Autumn, Spring, Summer), there will be an end of term treat for each class. All children begin the 3 seasonal terms with an automatic place within the treat. If a pupil **receives 3 red in any seasonal term leading upto this, the Head teacher, Class teacher and ELSA reserve the right to exclude the child from participating within the 'treat' day.**

OUR REWARDS

Here is a list of the all the awards/celebrations that we get in school:

- 😊 RISE Stickers
- 😊 RISE Stars
- 😊 RISE Champion trophies
- 😊 House points
- 😊 Reading certificates
- 😊 Handwriter of the week
- 😊 Values award
- 😊 Recognition of our 'out of school' achievements
- 😊 Sports certificates
- 😊 Lunchtime pupil of the week
- 😊 Special events or trips 😊

