



Kempsford Church of England (VC) School

Quality Education Founded on Christian Values

Behaviour and Discipline Policy

Category	Policy
Version	4.7
Published	1 st September 2016
Owner	Head teacher
Author(s)	Richard Mendum

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	September 2018	Reviewed

Document Control

Approved:	September 2018
Next scheduled review date September 2019	

Contents

Statement on General Principles for Behaviour and Discipline 4

1 Associated Policies 5

2 Staff and Governors 5

3 Kempford Values and Rules for the Playground..... 5

4 Behaviour Management 5

5 Behaviour Stages and Exclusions 6

 5.1 Steps for Dealing with Inappropriate Behaviour 6

6 Reporting..... 7

7 Lunchtime Supervision and Reporting..... 7

8 Training and Risk Assessment 7

 8.1 Restraint Guidance Awareness 7

9 Supporting Materials 8

 9.1 Rewards..... 8

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.

The school follows instructions on the restraint of children laid out in DfEE circular 10/98 and the DCSF guidance of 2008.

Policy

This policy sets out the controls and responsibilities for managing behaviour and discipline at Kempford 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 Kempford 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 Kempford Values and Rules for the Playground

The Kempford 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.

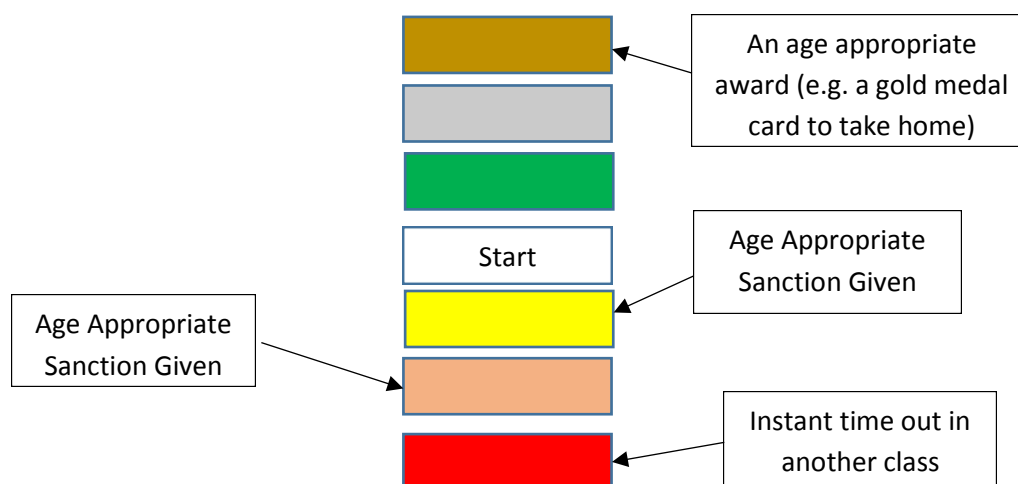
4 Behaviour Management

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 2014 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 Pastoral Lead records daily behaviours at the end of each day, using the classroom behaviour charts. Behaviour is reviewed weekly by the Pastoral Lead 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, on visits, after school clubs and travelling to and from school. All children start on white at the beginning of each day. Children will be awarded with certificates, house points and leaves for good behaviour. Collective class marble/gumball machine will be rewarded weekly/termly.



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 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 an age appropriate sanction given (yellow stage).
3. Behaviour continues to be inappropriate: orange or red stage, dependent upon the judgement of the teacher & an age appropriate sanction given.
4. Continued inappropriate behaviour: Child moved to red and "time out" (10-15 minutes) in another class occurs. Behaviour reported to the Pastoral Lead, discussed and recorded. If a pupil moves down to red during the morning, when teacher leads class into dining hall, a note is handed across to Pastoral Lead/Assistant briefly explaining the circumstances leading to red, so pupil has appropriate time out sanction during lunch time.
5. If more than 1 red: Child loses playtime and stays in with an adult (e.g. Head Teacher). Impact of behaviour discussed and a Behaviour timetable issued for an initial seven days and parents will be informed. A parent discussion takes place between the Pastoral Lead, parents and class teacher.

If a red is awarded during the week, intervention by the Pastoral Lead/class teacher is immediate. The child will also complete a period of reflection on a Friday. This is monitored by the Pastoral Lead/Pastoral Assistant and is recorded. The outcomes are discussed with the class teacher.

6. 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. It is the responsibility of the child to ensure the diary is completed, signed by the senior teacher, signed by parent/guardian and returned to school each day.
7. Educational Psychologist is requested where deemed appropriate.
8. Internal isolation will happen – child is removed from his/her class and works in another class/with Pastoral Lead/Head teacher for one week (or other fixed period).
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. School will inform the Local Authority Inclusion Team.
11. A Personal Support Plan (PSP) will be written and put in place. To be reviewed after 8 weeks.
12. Further fixed term exclusions may occur within the duration of the PSP.
13. 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 Headteacher and Pastoral Lead must be informed if a child is having difficulty with behaviour and whenever a parent has been informed.

7 Lunchtime Supervision and Reporting

The class teacher and the Headteacher should be informed, by the lunchtime supervisors, of any serious incidents of misbehaviour during the lunch break.

8 Training and Risk Assessment

Following training in 2012/2013 in the 'Team Teach' approach to Positive Handling Behaviour Management, the following additions to the policy and practice have become effective.

1. Staff training will continue, with refresher sessions for trained staff and courses arranged for new staff.
2. 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.

8.1 Restraint Guidance Awareness

All members of staff should be aware of the contents of the school policy on restraint, based on guidance from the DFEE circular ref. number 10/98 and the DCSF guidance of 2008.

9 Supporting Materials

Materials to support this policy are included after this point.

9.1 Rewards

In each classroom, children can see the behaviour chart, above, and the Learning Bullseye, which is used to praise positive learning progression or attainment. Depending upon the context of the lesson, the application of this is at the teacher's discretion. Just as with differentiation to allow all children to access and attain, the Learning Bullseye is to be used to reward individuals, no matter of their starting point.

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. All colleagues will discuss which child will be gaining the award during Friday lunchtime. 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 15mins allocated 'Golden Time', which is provided during a Friday afternoon to each class. If, during the week leading upto 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. During the Golden time, pupils will complete a self reflection sheet with either the Pastoral Lead or Pastoral Assistant.

At the end of each seasonal term (Autumn. Spring, Summer), there will be an end of term treat for the whole school. 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 and Pastoral Lead 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 Champions trophies
- 😊 Class stickers
- 😊 House points
- 😊 Getting to Gold text home
- 😊 Recognition of our 'out of school' achievements;
- 😊 Table awards at Lunchtimes
- 😊 Special events or trips 😊

