

# **Kincraig Primary School and Nursery**



## **Behaviour & Discipline Policy**



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### Behaviour and Discipline Policy

#### Aims and objectives:

It is the primary aim of Kinraig Primary School and Nursery that every member of the school community feels valued and respected, and that each person is treated fairly and well. As laid out in our school mission statement, we endeavour to ensure we offer every opportunity to maximise children's potential and that the children are at the heart of everything we do. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive way. It is based on the Written Statement of Behaviour Principles set by the Governing Body and aims to promote an environment in which everyone feels happy, safe and secure.

The school has several rules, but our behaviour policy is not primarily concerned with rule enforcement. 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. Children who feel secure within the school environment are more likely to behave well and to become positive, responsible and increasingly independent members of the school community. For this reason, continuity and stability in the organisation of the school are key features of our policy.

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way. Rewards and Sanctions: The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. To achieve this and accompanying our mission statement we have a set of children's promises, created by the children:

We promise...

- • To remember that we are all special in our own ways.
- • To treat others how we wish to be treated.
- • To have kind feet, kind hands and kind words.
- • To be confident and support one another.
- • To respect everybody around us.

Classroom rules are formulated at the start of each year by each teacher with their own pupils. The rules therefore differ from class to class, but are always in keeping with the philosophy underlying this policy.

The keeping of rules is regularly rewarded in both formal and informal ways. Verbal and non-verbal praise is used extensively to reward children who demonstrate good behaviour.

We also praise and reward children for good behaviour in a variety of other ways:

- All children can collect merits for both excellent work and excellent behaviour. These merits are then collected towards a bronze, silver, gold and platinum badge.
- Each week we also have Hot Chocolate with the Headteacher, where children who always make the right choices in school are rewarded on a Friday afternoon.
- All classes have an opportunity to lead an achievement assembly where they can show examples of their best work.
- Lunchtimes are viewed as occasions for developing social skills. Whether eating a cooked meal or packed lunch, appropriate table manners are encouraged.

The school acknowledges all the efforts and achievements of children, both in and out of school, e.g. music or swimming certificates. These achievements are celebrated with the whole school in the celebration assembly.

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher reprimands them in private. If the child continues with unacceptable behaviour we will send to partner classroom for 10 minutes with work for 'time out'. When child returns it is a new start and a chance for the child to prove that they can behave in an acceptable manner. If child returns and continues to display unacceptable behaviour, a member of SLT will be called to remove child from the classroom. Class teacher to inform parents on all occasions when a child has been asked to leave the classroom.
- Partner classes -
  - Year 6 child to Year 5
  - Year 5 child to Year 4
  - Year 4 child to Year 3
  - Year 3 child to Year 2
  - Year 2 child to Year 1
  - Year 1 child to Reception
  - Reception child to Nursery
- The class teacher needs to notify the parents at the end of the day that this was necessary due to poor behaviour from their child.

**Under no circumstances is a child asked to stand outside their classroom on their own for poor behaviour.**

- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and lines the class up taking them to the library/atrium. Leaving the child causing concern in the classroom with a TA/SENCO/SLT. At this point the offending child will be removed from the classroom and taken to a safe place to calm down. The Headteacher or Deputy Headteacher will make a decision based on the behaviours carried out as to what happens next.

- Mr Aspden, Mr Gumley and Miss Barker are trained in Team Teach which is used for positive behavioural support. Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as failure of professional technique, but a regrettable and infrequent 'side-effect' of ensuring that the service user remains safe.
- If a child threatens, hurts or bullies another child, the class teacher records the incident on myconcern and the child receives a consequence. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

**Playtimes:** If a child misbehaves in the yard during break-time the teacher on duty can decide to:

- Reprimand
- Require the child to stay with the duty teacher for the rest of the break time
- If the behaviour is serious send the child indoors to be supervised

In more serious cases another child can be sent indoors to ask a senior member of staff to go into the yard to deal with the issue. If necessary playtime behaviour will be reported to parents.

**Lunchtimes:** Misbehaviour at lunch-times results in the child staying with a welfare assistant for five minutes. If the child does not accept this, or repeats the misbehaviour he/she is taken to a member of the senior leadership team. Repeated or serious incidences of misbehaviour are reported to parents.

**Extra-curricular activities:** Extra-curricular activities help to develop children's self-esteem, skills and interests as well as helping them to learn ways of spending their leisure time usefully. Involvement in these activities helps to build pupil-staff relationships and develops positive attitudes to school.

A very high standard of behaviour is expected of children taking part in extra-curricular activities. This is vital to ensure the safety of all taking part, but also necessary to ensure that all children and staff taking part get the greatest possible enjoyment and satisfaction out of the experience. Children who are involved in any activities which take them outside school are encouraged to take on the responsibility of being "ambassadors" for the school and to understand that the reputation of our school is in their hands.

**School rules:** The class teacher discusses the school rules with each class and the promises the children have made. 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.

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. For further information please see our 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 and also Use of Reasonable Force, Advice for headteachers, staff and

governing bodies. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. For further information please see our Care and Control of Pupils Policy.

**The role of the class teacher:** All staff work together to develop discipline policy and practices. This results in commitment and consistency throughout the school. Consistency is seen as the key factor in promoting good behaviour in the children.

All staff have regular Behaviour management training sessions both in-house and through external providers to keep up to date on new behaviour techniques and legislation.

Staff work together as a team offering mutual support, advice and practical help. This promotes good behaviour in a direct manner in that it ensures consistency for the children and allows staff a greater range of strategies for dealing with problems. It also contributes in an indirect manner as it presents to the children, a model of co-operative working and supportive relationships.

All staff act as models of good behaviour in that they treat each other, the children, their parents and all visitors with the courtesy and respect they want to encourage in the children.

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

The class teachers in our school have high expectations of the children with regard to 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 teachers treat all children in their classes 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 in accordance with the consequence systems. These systems are developed to be age appropriate to both key stages. If behaviour continues to be a concern the class teacher can seek help and advice from the SENCO or Headteacher.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or the LA's behaviour support service.

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

**The role of the Head teacher:** It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, 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 has used the Behaviour in Schools , Advice for headteachers and school staff (September 2022) to plan and implement a rigorous Behaviour Policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

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

The Headteacher keeps records of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed-term suspensions 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. These actions are taken only after the school governors have been notified.

**The role of parents and carers:** The encouragement of parental interest, both in the school as a whole and of parents in the education of their own child, is a high priority at Kincaig Primary School. Parents are encouraged to view their relationship with school as a partnership. This reduces the likelihood of behaviour problems arising, as boundaries for children are more clearly defined when parents and teachers are in agreement. If behaviour problems do arise, then the relationship already developed ensures greater co-operation, and thus problems will be easier to overcome.

We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should seek an appointment with the Assistant Headteacher of their child's phase. If they are still concerned it has not been dealt with then they can book an appointment with the Deputy Head-Teacher or Head-Teacher. If these discussions cannot resolve the problem, a formal grievance to The Chair of Governors or an appeal process can be implemented.

**Equal opportunities:** Behaviour problems are more likely to develop in children who do not have a positive self-image. For children to develop a positive self-image it is essential that they feel valued. The ethos of the school and our equal opportunities policy ensures that we value all people, promoting equality, respect and opportunity for all and that we work to develop the children's ability to do this.

### **Bullying**

Bullying is the use of aggression with the intention of hurting another person. It can involve persistent physical, verbal attacks, name calling, malicious gossip, damage or stealing the property of victims or coercing the victims into acts they do not want to do.

Bullying can be:

- **Emotional** – being unfriendly, excluding, tormenting
- **Physical** – Hitting, kicking, pushing, taking another's belongings, any use of violence
- **Prejudice-based and discriminatory, including: Racial, Faith-based, Gendered (sexist), Homophobic/biphobic, Transphobic, Disability-based** - Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality)
- **Sexual** - Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
- **Direct or indirect verbal** – name calling, sarcasm, spreading rumours and teasing
- **Cyber** – Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Children can become upset because of normal peer conflict and it is important to differentiate between this and bullying. The following table is useful in determining whether conflict is in fact bullying:

<b>NORMAL PEER CONFLICT OR BULLYING</b>	
<b><u>Normal Conflict</u></b>	<b><u>Bullying</u></b>
Equal power – or friends	Imbalance of power
Happens occasionally	Repeated negative actions
Accidental	Purposeful
Reaction to provocation	Pre-meditated
Not seeking power or attention	Serious with threat of physical or emotional harm
Generally not trying to get something	May attempt to gain material things or power
Remorse – will take responsibility for actions	No remorse – may blame the victim

### **Procedures**

Allegations of bullying can come in different ways:

- A member of staff may observe an incident.
- A child may report an incident.
- A child, other than the victim, may report an incident.
- A parent may report an incident.

However the incident comes to light it is reported to a senior member of staff who then investigates the situation by discussion with all parties, including the child, the alleged perpetrator, other children and any adult who may have information.

The children are encouraged to give their own full account of the incident and then to listen to the accounts of the others. Any staff who observed the incident are asked to give a full account of what they saw and heard. If from the information the conclusion is that the incident was not bullying, this is explained to the child but the child is also reassured appropriately.

If from the information the conclusion is that the incident was bullying the following steps are taken for the child who was bullied:

- The child is told that the incident was bullying.
- Parents are informed of the incident, the accounts and the conclusions.
- The class teacher is informed of the conclusions and asked to monitor the child over the coming weeks.

The following steps are taken for the child who bullied:

- The child is told that the incident was one of bullying and the reasons for reaching the conclusion.
- Discussion with the child is undertaken to try to bring him/her to understand the impact of their actions, the reasons it is inappropriate and to come to a genuine feeling of contrition.
- Sanctions are decided in terms of the seriousness of the bullying.
- Parents are contacted, informed of the incident, the accounts and the conclusions.
- Parents are informed of the sanctions.
- Parents are asked to reinforce the discussions staff have had with the child.
- The class teacher is informed of the conclusions and asked to monitor the child over the coming weeks.

**Community links:** Community links are important in developing positive attitudes to behaviour. They develop the profile of the school within the community and so develop in the children, parents and staff, a sense of pride in, and commitment to, the school.

**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 adhering to these guidelines.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, 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.

**Fixed-term and permanent exclusions:** We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (September 2023). We recognise the legislative changes which took effect from 1 September 2007, namely the new duty on schools and local authorities to make full-time educational provision for excluded pupils from day 6 of their exclusion, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an exclusion, and the duty on heads to offer the parent a reintegration interview in respect of certain fixed-period exclusions.

Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child 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 child, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.

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 child 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 under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.

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

**Monitoring and review:** Monitoring and evaluation is carried out to ensure this guidance is suitable for purpose and supportive of both children and staff within our school. Monitoring takes place in a couple of ways:

- ◆ Discussion with members of staff



- ♦ It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the statutory 2010 Equality Act and non-statutory guidance The Duty to Promote Race Equality: A Guide For Schools, and that no child is treated unfairly because of race or ethnic background.

Policy last updated 01/09/23

The Behaviour and Discipline Policy at Kincaig Primary School and Children’s Centre will be reviewed and modified every two years, or before if there are any changes in legislation or if the governing body receives recommendations on how the policy might be improved. It is possible to add amendments to this document prior to a review and these will be incorporated into the next issue. To add comments please complete the information on this sheet adding the date and signing where indicated.

**Name of person responsible for policy – Mr Richard Aspden**

Signed: \_\_\_\_\_ Date

Date	Proposed Amendment	Signed