

Kings Avenue Primary School Behaviour and Discipline Policy



Reviewed by:

Chair of Governors
June 2019

School Rules;

- **Be respectful**
- **Be responsible**
- **Be positive and try your best**

Introduction

We have a duty under the School standards and Framework act 1998 to have in place a behaviour policy that is consistent throughout the school. The Behaviour and Discipline policy operates in conjunction with the following policies:

- Anti-bullying policy
- Exclusion policy
- Special Educational needs (SEN)
- Equal opportunities policy
- Attendance policy
- Safeguarding and Child protection policy
- Disability Discrimination scheme

At Kings Avenue School, we believe that we promote good behaviour by creating a happy, caring school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour. We are all committed to enabling all children to access their education successfully. As a school we recognise that good behaviour is needed to create a positive climate for learning and that this is a responsibility that should be shared by Leaders, teachers, parents and children. We aim to encourage self- discipline and self- control so that children are able to manage their own behaviour and treat each other with courtesy and respect. In so doing we believe that children should not be rewarded for 'doing the right thing 'or 'what the school expects 'although verbal praise is always encouraged.

We encourage all staff and pupils to speak to each other using a calm voice at all times. Hand signals both in the classroom and on the playground will be used consistently to get children's attention.

The Discipline and Behaviour policy will:

- Identify the boundaries for what is/is not acceptable behaviour.
- Give children, parents and staff clear and consistent guidelines for the way in which positive behaviour will be rewarded and negative behaviour sanctioned.
- Play a vital role in ensuring that all children achieve their academic potential.
- Help children's moral and social awareness, including that of citizenship.
- State clearly the procedures for exclusion.
- Outline roles and responsibilities for the Leadership Team, Staff, pupils, parents.
- Ensure the Schools commitment to Safeguarding its pupils can continue to be achieved.
Be implemented rigorously by all staff

All members of staff are expected to promote positive behaviour which reflects and supports the 'Golden Rules' which are shared with all stakeholders and are displayed throughout the school:

- ✓ **We are kind, polite, helpful and aware of other people's feelings.**

- ✓ **We listen carefully to others without interrupting them.**
- ✓ **We look after our own and other people's belongings.**
- ✓ **We try our best, work hard and learn from our mistakes.**
- ✓ **We treat other people the way we would like to be treated.**
- ✓ **We always tell the truth.**

Roles and responsibilities:

The role of the Headteacher

It is the role 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. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all the 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 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. Both these actions are only taken after the School Governors have been notified.

The head teacher must publicize the school behaviour policy, in writing, to staff, parents and pupils at least once a year.

The role of Governors

Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.

The Governing body has:

- The duty to set the framework of the school's policy on pupil discipline after consultation with the parents and children on the school.
- Responsibility to ensure that the school complies with the policy.
- Delegated powers and responsibilities to the Headteacher and Head of School to ensure that members of staff and children are aware of the policy.
- To support the Headteacher and Head of School in maintaining high standards of behaviour.
- Responsibility of ensuring the policy is maintained and up to date.
- Responsibility for the effective implementation, monitoring and evaluation of the policy.

The Senior Leadership Team (SLT)

It is the role of the SLT to regularly review policy and evaluate its effectiveness at any given time. The Senior Leadership team should be visible in classrooms, corridors and around the school grounds. Through monitoring, they identify where low level disruption may occur and if it does

make sure that it is dealt with by staff and the parents are informed, so it is less likely to happen again.

The role of Class Teachers and Support Staff

It is important that all members of staff have high expectations of behaviour that are shared and made clear to the children, with similarly consistent responses to any children who engage in minor or other disruptive behaviour. Staff, pupils and parents should know what is expected of them and any transgressions by pupils should be met with a robust response.

All staff are expected to:

- Comply with all aspects of this policy.
- Encourage good behaviour and respect for others in children and to apply all rewards and sanction fairly and consistently.
- Promote self discipline amongst children.
- Provide interesting and challenging lessons which will contribute to maintaining good discipline.
- Ensure the health and safety of all children.

Class teachers are responsible for keeping parents regularly updated about their children's behaviour and liaising with SLT about children who are persistently disrupting the learning of other children in the class.

The role of Learning Mentors

It is the role of the Learning mentors to monitor and support behaviour across the school. Children who have been identified as struggling with their behaviour are supported and given strategies to help them. Learning mentors liaise with the Vice Principal to discuss strategies for individuals or groups of children. They are responsible for updating the class behaviour logs and supervising children at playtime, who have received a behaviour card. Learning Mentors alert SLT of children who have received more than one behaviour card so that a meeting can be arranged with the parents.

The role of Parents and Carers

All members of staff are approachable and willing to talk to parents who have any concerns. Class teachers are available to talk to parents, and if busy will always be able to make an appointment to see parents. If an important issue is raised and a parent needs to speak to someone urgently, a member of the SLT will be able to do so. Parents are encouraged to work with the school to promote good behaviour both in and out of school.

Parents should show their support through:

- Complying with the behaviour policy.
- Having good relations with the school.
- Supporting good behaviour at home and at school.
- Signing and adhering to the school's 'Home School Agreement'
- Supporting the school's rules and sanctions.

- Supporting the decisions that the Senior Leadership team make.

The role of Year 6 Prefects and School Council

Year 6 prefects and School Council members are responsible for modeling exemplary behaviour across the school. They must adhere to the Golden Rules at all times. They will be involved in:

- Monitoring behaviour across the school.
- Reviewing the effectiveness of rewards and sanctions.
- Discussing improvements to the policy throughout the year.

The role of all children

It is important that all children are familiar with, and follow the school policy. Children are expected to:

- Be familiar with and comply with the policy.
- Follow the Golden Rules both in and out of school.
- Display brilliant behaviour for learning. (see appendix).

ON-GOING INDIVIDUAL PUPIL AWARDS:

Celebration Assembly

Each week children are chosen from each class to receive a certificate in assembly, to share their special achievements.

Class rewards:

Children will be rewarded in their books and on their jumpers by stickers. Cards and phone calls will be sent home to celebrate success with parents

Award week

At the end of each academic term, parents are invited to an award ceremony and 2 children (1 girl and 1boy) from each class are chosen to receive trophies for:

- Outstanding Achievement
- Outstanding Progress
- Exemplary behaviour

Star of the Week

Each class teacher will choose a Star of the week who will be given a certificate in assembly and have a special lunch in the dinner hall.

Sanctions

At Kings Avenue we ensure that all sanctions are consistent and fair, we:

- Give extra consideration to Special Educational Needs & other identified children who require an individual approach.
- Encourage children to identify what they have done wrong and what they could have done differently.

- Focus on the behaviour being unacceptable not the child.
- Do not shout or intimate children.
- Are discrete when discussing behaviour with individuals.
- Have second member of Staff if difficult situations arise as a witness and for support.
- Empower all teaching staff to give sanctions; red cards must be issued by a member of SLT only.
- Monitor and report exclusions to Governors.

In the classroom

If children are not responding to the positive reward systems in place and are behaving inappropriately the following sanctions apply:

- First offence- verbal warning
- Second offence – second warning, move away from peers
- Third offence – miss playtime, go to the next door class for the rest of the lesson
- Each lesson the child has a positive start.
- If behaviour is extreme and it is appropriate to bypass the above system, then the child should be sent to the behaviour and ASD specialist, or if they are not available to any senior Leader.

In the Playground

Children must follow all rules in the playground. At the end of play or lunch, a whistle will be blown. All children are expected to stop playing and stand still. If a child does not follow the rules or misbehaves they will be warned in the first instance. If the poor behaviour continues the child will be made to stand with a mid-day supervisor.

External exclusions:

- Only the Head Teacher is able to make the decision about exclusion.
- The Head will write a letter to the parents explaining the exclusion and arrange a 'return from exclusion' meeting which the parent and child must attend before going back into class. A

behaviour contract will be discussed and signed by all present.

- An internal review meeting will be held to include those involved with the child e.g. the Class Teacher, Learning Mentor, Family liaison Vice Principal, and Head of School and/or Head Teacher to discern why there has been no positive impact from the interventions.
- Alternative strategies, including a change of class, will be discussed and some change in the intervention will be agreed. This will be followed by a meeting with the parent and regular review meetings once the child has returned to school.
- If all options have been exhausted and there is documented evidence of correct procedures, support and intervention, and parental/carer involvement, there may be a permanent exclusion.

Action	Sanction
fighting	Immediate internal exclusion – letter home
racism	Immediate internal exclusion – letter home
Bringing the school in disrepute	Internal exclusion
Repeated internal exclusion	Seclusion
Causing physical harm / threatening behaviour	exclusion

**** If a trip collides with an internal exclusion or seclusion then the child does not attend the trip**