



# **KNAVESMIRE PRIMARY SCHOOL BEHAVIOUR AND DISCIPLINE POLICY**

**Date:** Reviewed December 2024

**Next review due by:** December 2027

## **PHILOSOPHY**

At Knavesmire Primary School we seek to foster a safe, secure, caring atmosphere where each child is valued as an individual. We believe that every opportunity should be taken to enhance self-esteem by praising achievements. Mutual respect and co-operation should be encouraged between children, staff, parents, governors and the larger community. Behaviour should be determined by courtesy and consideration for others. We aim to build on the traditional values that are taught in the home, by searching out good examples and rewarding these. We also aim to reward pupils for demonstrating values from our Knavesmire Character. The emphasis should always be on the positive rather than the negative aspects of children's behaviour and work. Discipline should be applied consistently throughout the school and standards set in a calm but firm way. We know that behaviour is a form of communication but this does not mean all behaviours are acceptable. Therefore, Emotion Coaching, with a focus on emotional intelligence, will form the base of how we respond to behaviour in school. Our Behaviour Curriculum will provide an overview, without being exhaustive, for how we teach children to live out our philosophy. There will be a very small percentage of pupils who will require individual behaviour plans due to their need, often SEND, but the below principles will still apply.

## **AIMS**

1. To create a caring environment in which children feel safe and valued.
2. To create a good working atmosphere that is conducive to positive attitudes to learning.
3. To promote within the school community, kindness and good manners.
4. To encourage the children to be tolerant and sensitive to the needs of others.
5. To encourage children to try their best at work and play.
6. To develop self-discipline, self regulation and responsibility for their own behaviour
7. To develop a joint sense of direction and common purpose for pupils, staff and parents.

## **OBJECTIVES**

1. To actively promote the following qualities:
  - effort;
  - kindness;
  - politeness and good manners;
  - sharing;
  - respect for others, their possessions and the environment.
2. To actively discourage the following behaviours:
  - aggressive behaviour, including fighting, kicking, spitting, biting, shouting;
  - any form of bullying;
  - rudeness, including swearing, interrupting, answering back;
  - vandalism, litter;
  - lack of effort;
  - disruptive behaviour;
  - dishonesty, including stealing and extortion.
3. To reward efforts towards achieving values from our Knavesmire Character:
  - being creative, arty and having fun;
  - taking risks in learning, being enthusiastic and passionate;
  - being hard working and resilient, but also being exuberant and spirited;
  - having aspiration and being determined while having high expectations;
  - celebrating being unique and individual, and being sporty and leading a healthy lifestyle;

- embracing British Values of: democracy, the rule of law, mutual respect and individual liberty.

## ORGANISATION

1. In order to **promote good behaviour** the following strategies will be used:

- meet & greet at the school entrance each day;
- a smile;
- verbal praise;
- positive behaviour gets first attention;
- model, practise and reinforcement of expected good behaviours;
- children have regular opportunities to take part in our achievement assemblies where they are able to show examples of their best work;
- weekly '**Special Mentions**'\* in assemblies to encourage good manners and helpfulness (e.g. special mentions book/aiming high/high expectations beanstalk);
- '**Star of the Week**'\* award for consistent good work and behaviour over a week;
- **Merit stickers/Reward charts/raffle tickets**\* or other creative reward systems created by the class teacher for good work or good behaviour;
- 'House' points awarded by any member of staff that consequently contribute towards weekly collective worship 'Horsey House Points' celebrations.

*~Early Years organise their own reward system based predominantly on verbal praise.*

### \*Notes of Guidance:

#### 'Special Mentions'

When a special mention is shared in collective worship assembly, the adult delivering the comment will write a Special Mention comment in the School Special Mention Book. Any adult working in school may share a special mention in assembly or pass on a message to the class teacher to read out, for example regarding the child being particularly helpful, polite, kind, making good choices, sharing etc. It may be valuable to ask the children for their own suggestions on occasions of who they believe deserves a special mention. Special mentions will be recorded in a special mentions book and/or pupil's photos added to the hall aiming high/high expectations beanstalk display.

#### Merit Stickers/Reward chart

Each class may have a bespoke, creative method of children earning rewards and this will feed into the school's House Point system (outlined below). For example, in KS1, stars will be used to recognise and celebrate good choices.

#### Star of the Week

Each week in 'Singing and Stars' Assembly, a child or group of children from each class will be awarded 'The Star of the Week' by the class teacher. This will be for an extra special achievement during that week. The stars will be displayed in the hall. The child/children will be given a mini certificate to take home to share the reason for their award with parents.

#### Horsey House Points

All children in school are assigned a horsey 'House'; either Red Rum, Kauto Star, See the Stars or Frankel when they join the school. They can receive 'horsey house points' (in addition to merit/reward stickers) for *any* positive behaviour at all, especially behaviour that demonstrates Knavesmire Character. Horsey house points can be awarded by *any* member of staff throughout school at any time of day. Points are added up each week and the winning house is celebrated in the Collective worship Assembly with a resounding cheer and positive praise from everyone in assembly. The maximum number of Horsey House points that can be awarded is x5 at a time.

2. In order to **discourage negative behaviour** the following strategies will be used:

- Non-verbal and private reminders, in order to achieve the desired behaviour without escalating;
- visual prompts/ class systems/ class rules – to model/explain positive expectations of behaviour;
- a verbal "telling off" with full explanation of why behaviour was unacceptable;
- an individual class behaviour system;
- **time-out\***;

- **missed play times\*** with parents being informed if mis-behaviour persists;
- **Time with Senior Leadership Team (SLT)** Principal, Vice-Principal or phase Leaders
- **internal exclusion\***;
- individual **behaviour programme\***;
- involvement of **outside agencies\***;
- fixed term exclusion (suspension);
- permanent exclusion.

The Principal, Vice-Principal and/or Phase Leader's involvement may offer support at any of these stages. **Persistent or more serious negative behaviour will be recorded on CPOMS\*.**

**\*Notes of Guidance:**

Time Out

This may be given by any responsible adult and may involve the child missing playtime in their classroom for 5 minutes or moving away from their usual place within the classroom for 5 minutes. This *may* include the Shared Area or another classroom. It should be used to discourage minor offences e.g. rough play, pushing, talking out of turn, disruption. If a similar incident of negative behaviour were to occur, the class teacher *may* send the pupil to another supervised classroom within the phase.

Missed Playtime

This will involve the child missing up to 10 minutes of the following play time after an incident. Teachers/Teaching assistants will supervise. These will be held in the child's classroom. Missed playtime follows behaviours such as:

- deliberate aggressive behaviour, including any clear instances of - kicking, fighting, biting or spitting, regardless of reason
- a case of bullying
- extreme rudeness including swearing
- vandalism
- disruption to learning
- stealing and extortion
- repeated time outs

Parents will be informed of missed playtimes by the class teacher.

Behaviour Incident Records

Persistent or more serious incidents of negative behaviour will be recorded on CPOMS (Our Child Protection Online Management System) by class teachers and SLT alerted if regular patterns are arising for consequent action. The midday supervisors will inform class teachers of any incidents during lunchtime at afternoon registration. If patterns of behaviour become more of a serious concern, parents will be informed and a behaviour programme may be set up to support the child to improve. Any behaviours which are a safeguarding concern are to be recorded on CPOMS. School uses the Excel Learning Trusts categories when recording incidents.

Internal Exclusions

Following any aggressive behaviour, a pupil will miss their playtime and may have an internal exclusion out of their classroom (away from their peers) for a timetabled session. The location will be considered carefully by the class teacher and will be age appropriate to the child. The child will complete work set by the class teacher. SLT will be informed (i.e. the Phase leader, Principal and Vice-Principal) and they will have a conversation with the pupil to ensure they understand the reason they are out of class and explain that following the internal exclusion, they 'reset' and start a fresh. Parents will always be informed about such incidents and any repetitive patterns of behaviour will be addressed through a meeting with parents to work together to find a solution to moving forwards positively. This may include a behaviour programme.

## Behaviour Programmes

Individual programmes may be set up to encourage good behaviour, for example a daily report card and timetable. These are very unique to the child and may be drawn up in consultation with the SENCo and the class teacher. These may be put in place at any time following a pattern of negative behaviour and after consultation with parents. All staff will be informed which children are following behaviour programmes. The Principal will monitor the programme.

## Outside Agencies

These may be involved whenever a child does not appear to be responding to the school's approach and further specialist guidance is required. The Inclusion manager will coordinate this.

***See APPENDIX 1 for a flowchart of protocol for any negative behaviour.***

## **SEND**

All staff are to be mindful that some children with a SEND may need to be treated differently, in line with their IOP/MSP/EHCP information. The SENCo should be consulted for advice if staff are uncertain of how to follow the policy for an individual. The principles of this policy and the Behaviour Curriculum will still be at the forefront of any plans or decisions made to support these children.

## **Bullying**

As a school we take bullying and its impact seriously. Pupils and parents should be assured that known incidents of bullying will be responded to. Teachers fill in an Incident form on CPOMS to alert the relevant staff members, including SLT (Senior Leadership Team) that a form of bullying has taken place, (including racial, homophobic, sexism and anti-social incidents), and to record details of the actions taken. Bullying incidents are monitored by teachers and SLT to identify any patterns of behaviour and shared with Governors in a Safeguarding report. An annual 'Anti-Bullying week' is held in the Autumn term to coincide with the Anti-Bullying Alliance's (ABA) annual theme and all collective worship is linked to the theme at the appropriate level for the children's ages. In addition to this themed week, bullying is discussed throughout the year to ensure that pupils know that we are serious about dealing with bullying and enable open conversations and increased confidence in children to want to discuss bullying and report any incidents and concerns about other children's behaviour. Our Anti-Bullying Policy explains our anti-bullying strategy and general approach towards bullying in further detail, alongside our curriculum and Behaviour Curriculum.

## **Suspensions and Exclusions**

The Principal has the power to suspend a child from school for one or more fixed periods (a suspension), for up to 45 days in any one school year if the circumstances warrant this. When considering these, the Excel Learning Trusts Suspension & Permanent Exclusion Policy (May 2024) will be followed.

The decision to suspend a pupil will only be taken:

- In response to a serious breach or persistent breaches of the school's behaviour policy;
- If allowing the pupil to remain in school would seriously harm the education or welfare of others.

The decision to permanently exclude a pupil will only be taken:

- In response to a serious breach or persistent breaches of the school's behaviour policy;
- and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others, such as staff or pupils in the school.

In most cases a range of alternative strategies will have been tried before exclusion is considered. There may be circumstances, where for example violence is involved, when exclusion would be used for a first offence. The government trusts headteachers/principals and heads of school to use their professional

judgement based on the individual circumstances of the case when considering where to suspend a student.

If the Principal suspends/excludes a pupil, he will inform the parents immediately, giving reasons for the exclusion. At the same time, the Principal makes it clear to the parents that they can, if they wish, make representations to the governing body. The Principal informs the governing body about any permanent exclusion, and about any fixed-term exclusions (suspension).

### **Physical Intervention**

Knavesmire Primary follows the Excel Learning Trust's Physical Restraint and Use of Reasonable Force Policy (July 2023). Reasonable force would only be used in circumstances that warrant it - 'Reasonable in the circumstances' means using no more force than is needed; used only as a last resort once all other strategies have been exhausted. Staff recognise that they have a legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEND). 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. It is essential that any discussion of Physical intervention is set in the wider context of education and behaviour management; it should not be seen as an isolated technique. Most of the time there will be no need for physical intervention and other methods can be used. The school has trained staff in the Team Teach method. Any incidents where Team each methods are used are recorded on CPOMs.

### **Responsible Personnel**

All adults who come into contact with the children have an obligation to ensure the safety and well-being of the children and encourage good behaviour. These include, but are not limited to,:

- SLT (Phase leaders, Principal/Vice-Principal);
- the teaching staff;
- supply teachers;
- students;
- Nursery Nurses and Learning Support Assistants;
- the administrative team;
- the midday supervisors and kitchen staff;
- the caretaker and cleaners;
- parent helpers.

It will be necessary for all responsible adults to be familiar with the policy and to apply the rules fairly and consistently to all children. Each person should make particular effort to observe children demonstrating aspects of good behaviour and praise them accordingly. All discipline should be issued in a calm way so that the children are treated with dignity. The children should be quite clear what is expected of them.

It is the responsibility of the class teacher to keep records and have an overview of the children's behaviour within his/her class.

It is recognised that parental support is needed in order for the approach to work and that it is vital that there is co-operation between home and school. We explain the school's expectations in the starter packs that parents receive as their child starts school. Parents are asked to read the Behaviour Policy on entry and we share the school's Behaviour Policy and Behaviour Curriculum with families via the website. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. If the school has to use reasonable sanctions to

punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Phase Leader, Principal or Vice-Principal. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

### **Recording and assessment**

This will be evident through the behaviour of the children and the atmosphere in and around school. Consultation will continue between school, parents, governors and the wider community to ensure the effectiveness of the approach.

The Principal keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

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.

*This policy should be read in conjunction with:*

- Knavesmire's Anti Bullying Policy
- ELT Anti-Bullying Policy Statement
- ELT Behaviour Policy Statemen