

Kellington Primary School



Kellington Primary School

**Title of Policy: Behaviour and
Discipline**

**Date
Reviewed:
Summer
2018**

**Person Responsible:
SLT/HT**

Frequency of Review: Annually



Kellington Primary School- Behaviour and Discipline Policy

Shared Expectations

Children work and behave best when they are happy. It is essential that there is a partnership between Kellington Primary School and our parents so that the same messages concerning behaviour are given at school and at home. Children need to know that teachers and parents support each other and that we all care about them. Our aim is to actively foster good behaviour using rewards, high expectations, clear boundaries and simple rules. This document sets out a clear set of consequences for children who choose not to follow the school's rules. This is a necessary element of any school's approach to discipline but our emphasis is firmly on positive encouragement of good behaviour.

Rewards and consequences may differ slightly according to the age and maturity of the children but the overall procedures are the same throughout school. This document is split into four sections. These consider:

- 1. Teaching and Learning approaches - how good behaviour can be encouraged**
- 2. High expectations and rewards**
- 3. Response to poor or inappropriate behaviour.**
- 4. Lunchtimes**

1. Teaching and Learning Approaches

We can take positive steps to encourage good behaviour by:

- 1] Creating a pleasant, relaxed but purposeful atmosphere in the classroom, where children are respected, show respect in return, and have a clear idea of our expectations.
- 2] Establishing a strong class identity and team spirit. This can be done through a variety of strategies: class name, pupil of the week, class rewards, etc.
- 3] Emphasising and building on success and developing self-confidence. We aim to develop self-esteem by showing children that we value their efforts and achievements.
- 4] Encouraging independence. Allowing the children to make some decisions for themselves from an early age, and gradually allowing them to take more responsibility for their own actions, enables them to become more independent and shows them that we trust them and value their contributions.
- 5] Showing the children that we take pride in the school and value their contributions - we can only expect the children to care for, and have respect for their surroundings if we set a good example. We can do this by ensuring that we arrange the classrooms in an orderly way, with well organised and easily accessible materials and that displays around school are of a high quality.



- 6] Providing carefully planned activities which are interesting, stimulating and appropriately differentiated and which cater for different individual learning styles. A child who is interested and involved is more likely to behave well.
- 7] Always showing consistency of approach and teaching children to respect those in authority (this includes all staff, parent helpers, visitors, etc). Children are more likely to accept a code of behaviour if it is clearly understood and consistently and fairly applied by every adult in school.
- 8] Making every effort to foster good relationships and emphasising the importance of courtesy, thoughtfulness, honesty, kindness and loyalty. These attitudes need to be modelled and reinforced by all adults.

School rules are kept to a minimum and are primarily concerned with the safety and welfare of everyone in school. The children are made fully aware of these rules and the reasons for them.

2. High Expectations And Rewards

The most important aspect of any school policy is consistency. It is important that the children receive the same messages from all members of staff, and that rules, standards and sanctions are consistently applied. All staff - teaching, non-teaching and those working in our school on a temporary basis - expect good behaviour and deal with any instances of less than good behaviour as set out below. Similarly, expectations for behaviour relate to all parts of the school day, including after-school clubs and off-site visits, all activities in which children are involved, including lessons, playtimes, assemblies, lunch, clubs, etc and all areas of the school, or place in which the children are being taught or supervised.

We expect the children to:

- Tell the truth
- Be polite
- Work hard
- Show respect
- Take responsibility

We expect the school staff to:

- Show respect to everyone
- Be courteous, consistent and fair
- Be on time
- Listen, when appropriate, to pupil's explanations for behaviour
- Recognise good work and behaviour
- Deal with negative behaviours

We expect Kellington Primary School parents to:

- Support this behaviour policy and the values it expresses
- Be courteous and show respect to everyone when in school
- Make every effort to attend parents' evenings
- Work with the class teacher if problems occur
- Send the children to school on time, in appropriate clothing
- Ensure that set homework is carried out



- Always write or ring to explain absences

The Kellington Rules are displayed in each class and around school and are discussed, reinforced and referred to regularly:

- **Tell the truth**
- **Be polite**
- **Work hard**
- **Show respect**
- **Take responsibility**

Each class has its own class name which helps create a sense of belonging, inclusion and being part of a team. The school rules are displayed on the class wall and discussed in PSHCE sessions and on an ongoing basis, as required.

Children will be rewarded for demonstrating good behaviour, good manners, making appropriate choices and showing consideration and respect for others. Reward systems will vary slightly according to the age of the children but it is vital that all staff share the same values and are pro-active in developing these attitudes in all pupils.

- Gold Award - Two children from each class will receive a gold certificate in the weekly Rewards Assembly in recognition of their good work or behaviour. Gold Awards nominations are shared with parents via the weekly newsletter.
- Silver Light – each class has a silver traffic light displayed in the classroom to acknowledge behaviour which is above and beyond expectation and/or demonstrates our school values. Any adult can record the name and action of a child on a post-it note and add it to the silver light. Those children who have received a silver light nomination are recognised in Monday assembly where they receive a special ‘Headteacher Award’ sticker and a small prize.
- Team points - Each child in Rubies, Diamonds and Emeralds is a member of a team (Blue, Red, Yellow or Green) and can be awarded team points for good work, attitude, behaviour etc. The team points are displayed in the classroom. Winning teams in each class receive a small prize or reward such as an extra playtime. Children in Sapphires earn DoJos, which are electronic rewards. Parents can log into the system to see their child’s progress and the reasons why DoJos have been won. The class teacher sets Dojo targets for the children aim for.
- Where appropriate, stickers and good work stamps are used by teachers to reward sensible behaviour and good work; parents/carers may be personally informed when their child has done well.
- Each week one child in Rubies class is chosen to take home Beat Baby, a small toy creature that is part of the children’s PHSE learning. The children are encouraged to include Beat Baby in the weekend’s activities at home, taking photographs and writing about what they have done together – this is shared in class the following week. In a similar way, two children in Diamonds class are chosen each week: one takes home Lola the Listening Leopard and the other takes Barnaby Bear. Again the children are encouraged to include these special ‘friends’ in the weekend’s activities at home, taking photographs and writing about what they have done together; this is shared in class the following week.



3. Response To Poor Or Inappropriate Behaviour.

The approach outlined below is the general disciplinary procedure in operation within school, though circumstances at times may dictate a different approach. This disciplinary procedure is applied when children do not follow the high expectations which are discussed above. It is important that the children receive the same messages from all members of staff, and that rules, standards and sanctions are consistently applied.

Foundation Stage

There is a four stage sanctions procedure in place. Reception and Nursery have a set of traffic lights with the children's photographs displayed on the green light.

1. Verbal reminder
2. 3 minute time out using timer
3. Child's name is placed on amber light (each day is a fresh start; if there are no further incidents of poor behaviour the child's name will move to green the following morning).
4. Child's name is placed on red light and discussed with parent or carer (the child's name will move to green the following morning).

Key Stage 1 and 2

There is a five stage sanctions procedure in place in classrooms. Each class has a set of traffic lights with the children's photographs displayed on the green light.

1. Verbal warning – the child's photograph is moved to the **white** light.
2. Child's photograph is placed on **amber** light (each day is a fresh start - if there are no further incidents of poor behaviour the child's photograph will move to green the following morning).
3. Child's photograph is placed on **red** light – this means the child will miss an appropriate amount of the next playtime (in blocks of 5 minutes). The child will continue to work on anything which has not been completed due to the negative behaviour. The child's photograph will move to green after the playtime penalty. If a child has been placed on the red light three times the class teacher will meet with the parent(s) to discuss the recurring problem with following the school rules and expectations. If a child has been placed on the red light five times the headteacher will meet with the parent(s).
4. Child is removed from classroom to work and sent to another classroom (10 minute playtime penalty). The child will continue to work on anything which has not been completed due to the negative behaviour. The child's photograph will move to green after the playtime penalty.
5. Sent to Headteacher (or Senior Teacher) - lose part or all of break. The child will continue to work on anything which has not been completed due to the negative behaviour. Parents will be informed by the class teacher that there have been significant behaviour issues that day. If this occurs on more than one occasion a formal meeting of parent(s), headteacher and teacher will take place.



Usually the stages will be followed in order, however depending upon the severity of the negative behaviour - to protect the safety of all pupils and to preserve a positive learning environment - stages may be skipped as determined by the teacher using his/her professional discretion.

A log of playtime penalties received each week is maintained.

Other strategies to modify behaviour may include:

- Discussions of inappropriate behaviour with individuals/whole class
- Changing the classroom seating positions
- Isolation of a pupil within the classroom
- Removal of privileges (e.g. football, Golden Time, use of the Discovery Zone)

These strategies will be used by the teacher according to his/her discretion and the nature of the problem.

Incidents of inappropriate behaviour which are repeated or a one-off serious incident, e.g. deliberately hitting another child, are recorded and the Head is fully informed of the incident and the action taken.

When a pattern of poor behaviour is emerging the class teacher or headteacher will keep notes of incidents, penalties and any meetings or discussions with parents.

If all strategies have failed to succeed then:

- Pupils may be given a 'positive choices' card, where they agree specific targets for each session of the day and reports/messages are given to parents at the end of each day/week as agreed
- An Individual Behaviour Plan may be agreed by the class teacher and Inclusion Manager/Headteacher
- A pupil may be excluded for a fixed period (1 - 3 days). The Chair of Governors will be informed.
- If these strategies are not working and there is danger of permanent exclusion then the class teacher, Inclusion Manager and Head will seek guidance and support from relevant agencies

Pupil Restraint

We **always** aim to use de-escalation techniques to support challenging behaviour. These include the following as appropriate to the situation:

Give time – distract - state alternatives - give space - reassure/remind - other staff intervene - talk calmly - use humour - instruct other pupils - repeat request - remove stimulus - offer time out - step away - praise partial compliance

However, it is understood that on very rare occasions it may be necessary to restrain a child. This will always be after several de-escalation techniques have been tried and will be to prevent injury to themselves or another person or sometimes when there would be severe damage to property. The health and safety of all pupils and staff will always be a priority.



As a school, we have a list of designated adults who have been trained in restraint procedures (using force that is reasonable in the circumstances) and are authorised by the Headteacher to restrain and/or move pupils.

Any incident where restraint has to be used is logged and parents informed immediately.

Bullying

Staff will do their utmost to ensure that bullying is dealt with and stamped out whenever/wherever it occurs. The key aspect of any policy to deal with bullying is encouraging victims to report any bullying behaviour by others. When staff receive reports from pupils about bullying they are always investigated fully and sanctions taken according to staff's assessment of the situation. Further details of such sanctions are given in the school's Anti-Bullying Policy.

Exclusion

Exclusions are the last resort and will normally be for serious violent behaviour towards others in school or for persistent and deliberate transgressions of school rules which have not been remedied by the strategies outlined. In cases where the safety of pupils and staff is at risk then exclusion may be the most appropriate strategy. Initial exclusions may be for a period of 1 - 3 days. In such cases parents will be contacted immediately by telephone. Arrangements for the exclusion will be written and given on the same day.

4. Lunchtimes.

The Midday Supervisors (MSAs) are responsible for the organisation and discipline of children at lunchtimes.

LUNCHTIME CODE OF CONDUCT

Children need to be equally clear about what is expected of them in the playground and indoors during lunchtime. The Kellington Rules apply:

- **Tell the truth**
- **Be polite**
- **Work hard**
- **Show respect**
- **Take responsibility**

All children should have a thorough understanding of the following:

- They should play in the designated areas
- They should not come back into school unless permission is given by a teacher, MSA or supervising adult
- They should observe indoor play rules applicable to their class



- When the bell is rung at the end of lunchtime they should stop moving and talking until the bell is rung again when they should walk to their line
- They should line up in a calm and orderly manner

As in the classroom, we reinforce good behaviour wherever possible by praise and positive recognition. In order to promote good behaviour at lunchtimes, the MSAs will also use the following reward systems:

- Lunchtime superstar tokens are given for good behaviour, consideration, politeness, etc. The class with the most lunchtime superstar tokens each week will receive an extra playtime at a time to be decided by the class teacher. Rubies' rewards may differ as appropriate.
- Team points/DoJos can be given by the MSAs.
- If a child behaves in a way which is over and above expectation, the behaviour is recognised by the MSA completing a 'smile' ticket – this informs the teacher that the child has received a Silver Light nomination.

The following sanctions are applied in cases of negative behaviour:

1. Verbal warning and apology to person(s) concerned.
2. "Time out" of play. Five or ten minutes in time-out zone. Inappropriate behaviour is noted in MSA's book and discussed with the Senior Midday Supervisor and class teacher.
3. Three entries in one week result in the child being sent to the Headteacher. If the Head feels it necessary, a letter will go home inviting parents into school to discuss the problem. Targets for improved behaviour will be mutually agreed.
4. Persistent failure in behaving in the agreed way at lunchtime will result in the loss of the privilege of attending school at lunchtimes.

Children are expected to be polite and courteous to all midday supervisory staff and cooks. Should a child be persistently badly behaved we reserve the right to insist on that child going home for lunch for a fixed period of time.

As with the classroom sanctions, each day is a new start.



Kellington School Rules

Tell the truth

Be polite

Work hard

Show respect

Take responsibility

