



KNAVESMIRE PRIMARY SCHOOL BEHAVIOUR AND DISCIPLINE POLICY

PHILOSOPHY

At Knavesmire Primary School we seek to foster a 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. 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.

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 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.

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;
 - bullying, verbal or physical;
 - rudeness, including swearing, interrupting, answering back;
 - vandalism, litter;
 - lack of effort;
 - dishonesty, including stealing and extortion.

ORGANISATION

1. In order to promote good behaviour the following strategies will be used:
 - a smile;
 - verbal praise;
 - children have regular opportunities to take part in our achievement assembly each Friday where they are able to show examples of their best work;
 - weekly 'Special Mentions' in Friday's assembly to encourage good manners and helpfulness;
 - 'Star of the Week' award for consistent good work and behaviour over a week;
 - merit stickers for good work or good behaviour;
 - certificate and treat after 10 stickers given by the Phase Leaders;
 - special award for 30 stickers in a term given by the Deputy/Headteacher;
 - 'House' points awarded by any member of staff that consequently contribute towards Friday's whole school assembly 'Horse House Points' celebration.

Notes of Guidance

'Special Mentions'

When a special mention is shared in Friday's assembly the adult delivering the comment will complete a Special Mentions certificate (Appendix C) for the child to take home. 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.

Merit Stickers

These will be given by the child's teacher and any other adults may give names of children worthy of such a reward to encourage the qualities we are wishing to promote e.g. sharing, kindness, effort, determination. Classes will have individual ways of recording such merits but a uniform rule is that once awarded, stickers should not be removed. After each ten merits have been collected an extra reward (e.g. sweetie/chocolate treat) will be given and parents will be informed of this achievement by giving each child a certificate. It will be at the teacher's discretion to either award a sticker or a mention in the 'Special Mentions' book or both. It will depend on which the individual child sees as most rewarding.

Certificates

When ten stickers have been awarded a certificate will be sent home to inform the parents of their child's achievement. Children who have collected ten stickers will visit the Phase Leader of their year group to receive their treats and certificates.

Star of the Week

Each week in the Friday 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 that week. The stars will be displayed in the hall for half a term and then they can be displayed in class and/or taken home as a record of their achievement.

Special Award

Any child who achieves 30 stickers in a term will be given a selection of books to choose from and a certificate to take home – both awarded by the Headteacher. .

House Points

All children in school are assigned a horse 'House'; either Red Rum, Kauto Star, See the Stars or Frankel. They can receive 'horse house points' (in addition to merit stickers) for *any* positive behaviour at all and can be awarded by *any* member of staff throughout school at any time of day. Points are added up each Friday and the winning house is celebrated in the 'Stars of the Week' achievement assembly with a resounding cheer and positive praise from the Head or Deputy who is delivering assembly.

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

- visual prompts/ class systems/ class rules – to model positive expectations of behaviour;
- a verbal "telling off" with full explanation of why behaviour was unacceptable;
- an individual class behaviour system;
- extended time-out, e.g. sent to another agreed class;
- time-out will be recorded on a Behaviour Incident Monitoring form (Appendix A);
- missed play times with parents being informed if mis-behaviour persists;
- individual behaviour programme;
- involvement of outside agencies;
- lunch time exclusion;
- fixed term exclusion;
- permanent exclusion.

The Headteacher and/or phase leader's involvement may offer support at any of these stages.

Notes of Guidance

Time Out

This may be given by any responsible adult and involves the child missing playtime whilst standing outside the staff room for 5 minutes. It should be used to discourage minor offences e.g. rough play, pushing, talking out of turn.

Missed Playtime

This will involve the child missing part of or all of one play time immediately after an incident. Teachers will supervise as necessary. These will be held in/outside the Head's Office or the staff room. Missed playtime automatically 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
- stealing and extortion
- 3 'time outs'/ progress through colour card system etc.

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

Behaviour Incident Records

These will be kept by the class teacher and he/she will record all instances of time outs, the reasons for these and when they occurred (Appendix A). This will enable patterns of behaviour to be observed and persistent incidents monitored. The midday supervisors will inform class teachers of any incidents during lunchtime at the beginning of afternoon school. Incident forms are to be kept in the pink cohort files for transition and a copy passed to the Inclusion Manager to file in the purple 'Pupil Incidents' folder for future reference. If patterns of behaviour became more of a serious concern, an SEND Internal Referral Form (Appendix B) will be completed by the class teacher, again kept in the pink cohort files for transition and a copy passed to the Inclusion Manager to file in the purple 'Pupil Incidents' folder for future reference.

Behaviour Programmes

Individual programmes may be set up to encourage good behaviour, for example a daily report card. These are very unique to the child and will be drawn up in consultation with the Inclusion Manager and the class teacher. These may be put in place at any time following the second missed playtime and after consultation with parents. All staff will be informed which children are following behaviour programmes. The Headteacher 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.

Bullying

Teachers fill in an Incident form appropriate to the form of bullying that has taken place, (including racial, homophobic, sexism and anti-social incidents), to record details of any reports of bullying and also to record the actions taken (Appendix D). These forms are to be maintained by class teachers during an academic year to monitor any patterns of behaviour and then copied for the Head teacher to collate/analyse and share with Governors. Class teacher copies will be placed in the pink cohort files for transition and a copy passed to the Inclusion Manager to file in the purple 'Pupil Incidents' folder for future reference. An annual 'Anti-Bullying week' is held in the Autumn term to coincide with the Anti-Bullying Alliance (ABA) and all collective worship is linked to their annual theme at the appropriate level for the children's ages. At this time, parents always receive our summarised 'Information Sheet for Parents' (Appendix E) regarding Bullying so that the whole

school is involved in raising awareness and knowing strategies to deal with it. 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.

Exclusions

The Headteacher has the power to exclude a child from school for one or more fixed periods, for up to 45 days in any one school year if the circumstances warrant this. The Headteacher may also exclude a child permanently. The decision to exclude will only be taken:

- in response to serious breaches of this policy;
- if allowing the pupil to remain in school would seriously harm the education or welfare of the other 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. However this would only be used when the Headteacher has had the opportunity to consider the incident in question and not reacted 'in the heat of the moment'.

If the Headteacher excludes a pupil, he will inform the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents 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 pupil 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 exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

The City of York 'Exclusion Guidelines for Schools' September 2002 contains more detailed advice.

Physical Intervention

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. 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.

The school has trained tutors in the Team Teach method; aims and guidelines central to this approach are incorporated within the policy.

Central to this policy is the understanding that any Physical Intervention used by staff must be in accord with the idea of "Reasonable Force" and used only as a last resort once all other strategies have been exhausted. There is no legal definition of reasonable force. The use of force can only be regarded as reasonable if the circumstances of the particular incident warrant it and the degree of force employed is proportionate to the level of challenging behaviour presented or the consequences it is intended to prevent.

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.

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:

- the head;
- the teaching staff;
- supply teachers;
- students;
- Nursery Nurses and Learning Support Assistants;
- the secretaries;
- 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, quiet way so that the children are not humiliated. 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 rules in the school prospectus and give all parents a shortened copy of this policy on entry. A slip has to be signed and returned to school to show that they agree to support the policy. We also expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. 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 Headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Resources

The following will be required to administer the behaviour policy:

- stars
- stickers
- 'special mention' certificates
- classroom sticker charts and certificates of commendation
- treats (sweets/chocolate, books)
- letters to parents
- incident record sheet
- whole school display for house points system

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 Headteacher 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.

EXAMPLE BEHAVIOUR INCIDENT MONITORING SHEET

APPENDIX A

NAME _____ **CLASS** _____

Date/Time:	Behavioural Incident	Recorded by

APPENDIX B**Knavesmire Primary School SEND Internal Referral Form**

Name of child:	DOB:	Class:
Name of person referring:	Area of concern: Occ' Therapy MWW	SEN stage:
Date of referral:	Learning Behaviour	
Concerns		
Actions taken so far (eg how long has it been monitored, strategies tried etc. Refer to CYC bandings)		
Interventions used (including pre and post data)		
Current levels - reading	writing	maths
Contact with Parents		

Return to SENDCos via pigeonhole, thank you

Further discussion Continue over page

Actions taken

Special Mention!

Awarded to _____

for _____

Congratulations!

Date _____ Signed _____

KNAVESMIRE PRIMARY SCHOOL

BULLYING INCIDENT FORM

APPENDIX D

Name of Pupil Class

Reported By Date reported

Date of Incident Time Location

Details of People Involved : Victim(s)/Perpetrator(s)/Year groups

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Type of Incident (verbal/physical/emotional/cyber)

Name Calling	Kicking	Graffiti	Offensive Texts
Taunting	Hitting	Excluding from Group	Offensive messages online, <i>e.g. emails/forms of social media</i>
Mocking	Punching	Spreading Rumours	Other
Offensive Comments	Pushing	Forced to do something	
Teasing	Pinching	Taking Possessions	
Other	Other	Other	

Brief Description of Incident

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Details of Actions Agreed with People Involved including Parents/Carers

Action	By Whom?	When?

Signed Date

Review/Follow Up Details

Follow Up Letter Sent?	Yes/No	Date	Follow Up Phone Call?	Yes/No	Date

KNAVESMIRE PRIMARY SCHOOL

RACISM INCIDENT FORM

APPENDIX D

Name of Pupil

Class

Reported By

Date reported

Date of Incident Time

Location

Details of People Involved : Victim(s)/Perpetrator(s)/Year groups

Brief Description of Incident

Details of Actions Agreed with People Involved including Parents/Carers

Action

By Whom?

When?

Signed

Date

Review/Follow Up Details/Dates

KNAVESMIRE PRIMARY SCHOOL

HOMOPHOBIC INCIDENT FORM

APPENDIX D

Name of Pupil

Class

Reported By

Date reported

Date of Incident Time

Location

Details of People Involved : Victim(s)/Perpetrator(s)/Year groups

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Brief Description of Incident

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Details of Actions Agreed with People Involved including Parents/Carers

Action	By Whom?	When?

Signed

Date

Review/Follow Up Details/ Dates

KNAVESMIRE PRIMARY SCHOOL

SEXISM INCIDENT FORM

APPENDIX D

Name of Pupil Class

Reported By Date reported

Date of Incident Time Location

Details of People Involved : Victim(s)/Perpetrator(s)/Year groups

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Brief Description of Incident

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Details of Actions Agreed with People Involved including Parents/Carers

Action	By Whom?	When?

Signed

Date

Review/Follow Up Details/ Dates

KNAVESMIRE PRIMARY SCHOOL

UN/ANTI-SOCIAL BEHAVIOUR INCIDENT FORM

APPENDIX D

Name of Pupil

Class

Reported By

Date reported

Date of Incident Time

Location

Details of People Involved : Victim(s)/Perpetrator(s)/Year groups

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Brief Description of Incident

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Details of Actions Agreed with People Involved including Parents/Carers

Action	By Whom?	When?

Signed

Date

Review/Follow Up Details/ Dates

BULLYING INFORMATION SHEET FOR PARENTS

APPENDIX E

Is it BULLYING?

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. It can be physical, verbal, emotional or cyber (e.g. texts and emails etc.) bullying.

What should you do if your child is being bullied?

Talk to school staff about the bullying. Your first point of contact is your child's class teacher. They are best contacted in person (there will be more time after school to speak to you), or by telephone on 01904 554445. You can make an appointment to meet, or messages can be left with the office staff and we will return your call as soon as possible.

- This will help to sort out what action to take. Bear in mind that the teacher may have no idea that your child is being bullied, or may have heard conflicting accounts of an incident.
- Be as specific as possible about what your child says has happened:
 - + When did the problem start?
 - + Are there any contributory factors from outside school?
 - + Is the problem always with the same person/group of people?
 - + Where does it happen most (e.g. playground, outside school, in the classroom)?
 - + When does it happen most (e.g. before school, in PE, at lunchtime)?
- Make a note of what action school intends to take.
- Ask if there is anything you can do to help your child.
- **Stay in touch with us; let us know if things improve as well as if the problems continue.**

What will the school do?

We will not tolerate bullying.

We will:

- Work to make sure that the person being bullied is safe.
- Work to stop the bullying happening again.
- Provide support where necessary.
- Take actions to ensure that the person doing the bullying learns not to harm others.

If you need further support or information at any stage, please contact school immediately.