

Kenmore Park Infant & Nursery School



Behaviour & Discipline Policy

Date first written: **June 2010**

Date reviewed: 19th July 2016

Date Ratified: 12th October 2016

To be reviewed annually.

Behaviour and Discipline Policy

1 Aims and expectations

- 1.1 It is a primary aim of our school that every member of the school community feel valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment set firmly within a clearly understood code of conduct, where everyone feels happy, safe and secure. (**CRC Article 19:** You have the right to be protected from being hurt and mistreated in body or mind)
- 1.2 The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. 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. (**CRC Article 28:** You have the right to a good quality education. You should be encouraged to go to school to the highest level you can).
- 1.3 The school expects every member of the school community to behave in a considerate way towards others. This is endorsed by our status as a Rights Respecting School.
- 1.4 We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.5 This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

2 Rewards and Sanctions

- 2.1 We praise and reward children for good behaviour in a variety of ways:
 - Teachers congratulate and praise children;
 - Rewards and praise to be given to children for showing learning dispositions linked to Visible Learning.
 - Teachers send the children to the Deputy Head Teacher and the Head Teacher for outstanding work or behaviour;
 - Teachers / SMSA's (dinner ladies) give Dojo points for positive behaviour;
 - Golden Time - a session to reward good behaviour where children choose their own activities. (**CRC Article 29:** Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people).

We award Achievement Certificates to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school. Children have an opportunity to show examples of their best work during the

Head Teacher's achievement assembly for KS1 pupils. This assembly alternates between Yr 1 & Yr 2. During these assemblies, the children chosen receive a Head Teacher's Award certificate.

The school acknowledges all the effort and achievements of children, both in and out of school. Children are asked to show certificates etc. gained out of school e.g. for swimming, in assembly.

Individual year groups have personalised whole class rewards systems such as:-

Reception - Stickers for good work & behaviour.

House points are introduced during the second part of the autumn term.

Year 1 - Dojo points for good work & for positive behaviour - resulting in a certificate for 1-2 children in each class every week. Star of the week is awarded to whoever gets the most dojo points.

Year 2 - Dojo points for good work & for positive behaviour - resulting in a certificate for 1-2 children in each class every week.

In Key Stage 1 and Reception, children who have demonstrated the highest levels of behaviour and effort in amassing large numbers of dojo points will be awarded a special certificate in achievement assembly every month.

Children involved in intervention groups may have an individual sticker. This is displayed in the rooms in which the interventions occur. The charts are then sent home with the child upon their completion.

- 2.2 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 him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others.

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 prevents the child from taking part for the rest of that session. The Phase Leader may need to be involved at this stage.

If a child hurts another pupil, the class teacher records the incident on the school's

computer system- as they usually do for any Level 3 (or above) behaviour incident as outlined in Appendix 3. Persistent, bullying behaviour is recorded in the Anti- Bullying book kept with the behaviour incident log in the school office and the child is appropriately sanctioned. **(Article 19)**

If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

This may involve anyone of the following strategies being employed:-

- The child is put on report with a maximum of three targets
- Home-school link book established
- Pastoral Support Plan/CAF initiated
- For pupils on the verge of exclusion a Pastoral Support Plan / CAF is instigated in collaboration with both the school and parents to support improved behaviour.
- If a child misbehaves during a break time they are brought to the class teacher in the first instance. If the behaviour persists and is in breach of the school's Behaviour & Discipline Policy it is brought to the attention of the Phase Leader. A decision will be made to contact parents and work in a supportive way to address the behaviour issues.

When the behaviour is a serious breach of the Behaviour Discipline Policy (a serious breach includes any of the following act:

damage to school property, use of inappropriate abusive language including racial or sexist language, physical assault on peer or member of staff deemed to be of a serious nature) each act will be assessed against a consistent criteria and within the context in which it occurs. Any of these acts should be brought to the attention of the Deputy Head or Head Teacher who will investigate the incident and make a judgement as to whether the behaviour warrants an internal or external exclusion.

In most cases a behaviour log is completed on SIMs (behaviour module) with sanctions i.e. missing playtime, writing a letter of apology, time out.

For other acts of inappropriate behaviour children either miss some of the playtime, miss some of the Golden Time, go to a parallel year group class to complete work or have time out for negative behaviour. Alternatively they miss out on key events or activities taking place specific to the year group at that time. This may be for the

whole or part of the activities e.g. Video treat, visitors in school or school trips.

- 2.3 The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own Classroom Charter, which is agreed by the children and displayed on the wall of the classroom. 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.

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 (**Article 19**). While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear (refer to the Anti-Bullying Policy).

All members of staff are aware of the regulations regarding the use of force by adults as set out in DCSF 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, 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. Staff are required to complete a physical intervention form every time they are forced to restrain a child for any of the reasons/contexts stated above. A copy of which is sent to the Education Welfare Service and HR. (Refer to the Policy on Positive intervention).

For these specific individuals a risk assessment is also completed clearly stating the holds that would be used in such cases and shared/signed by parents/carers as acknowledgement. However this action is only taken in the most severe cases.

Where physical intervention is applied it is followed up with a letter informing parents. (Appendix 5)

3 The role of the class teacher

- 3.1 It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time. This will be enforced along with the class Rights Respecting Class Charter.
- 3.2 All staff in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.
- 3.3 All staff treat each child fairly and enforces the school/classroom Charter consistently. The teacher treats all children in their class with respect and understanding promoting the Rights Respecting agenda.

- 3.4 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 the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Phase Leader. If the behaviour continues the Phase Leader will refer to the Deputy Head or Headteacher for further advice and support.
- 3.5 The class teacher in co-operation with the Inclusion Manager and/or Senior Leadership Team liaises with external agencies, as necessary, to support and guide the progress of each child.
- 3.6 The class teacher reports to parents 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 and maintain a record of the meeting with agreed actions (Appendix 5).

4 The role of the Headteacher

- 4.1 It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school Behaviour & Discipline 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 children in the school.
- 4.2 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.
- 4.3 The Headteacher keeps records of all reported serious incidents of misbehaviour and a copy is provided to the classteacher. Where necessary, parents will also be informed.
- 4.4 The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. Each case is investigated and a decision made relating to the form of punishment based on the context in which the incident occurred and the specific needs of the pupil (e.g. SEN):
Exclusions considered if: -
- deliberately causing injury to others, or threatening to do so
 - directly refusing to cooperate with reasonable requests by staff
 - causing serious interference with other children's learning

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.

5 The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

The school seeks to share knowledge of the CRC Articles with parents and copies of *Class Charters* are displayed up in every classroom.

We expect parents to support their child's learning & behaviour for learning by co-operating 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.

Parents have access to a personalised Dojo password so that they are able to monitor their child's behaviour in school. This can be accessed by using the Dojo App which can be down loaded onto a phone, ipad or PC. It also allows school staff to provide parents with daily comments on their child's behaviour and enables parents to ask questions of staff. Staff may respond to parent's comments but are not expected to do so - particularly outside of school hours. Any requests for further information/clarification re: an incident should be dealt with in a face-to-face meeting whenever possible. This is a system solely for brief communication re: positive/negative 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 in the first instance. If the Headteacher is unable to resolve the issues parents should request a copy of the school complaints procedure and put their complaint in writing to the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

6 The role of governors

6.1 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 carrying out these guidelines.

6.2 All staff in collaboration with the headteacher have the day-to-day authority to implement the school Behaviour and Discipline Policy, 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.

7 Fixed-term and permanent exclusions

- 7.1 Only the Headteacher (or the acting headteacher/ Deputy Head following authorisation from the Headteacher or Chair of Governors) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 7.2 If the Headteacher excludes a pupil, s/he informs 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. Work to be provided for the child to complete during the exclusion and return to work once the exclusion period has passed.
- 7.3 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.
- 7.4 The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.
- 7.5 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.
- 7.6 When an appeals panel meets to consider an 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.
- 7.7 If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

8 Monitoring

- 8.1 The Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 8.2 The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents in a folder in each class with incident report forms and records of any meetings with parents identifying any key action point which are specific and time related.

The Phase Leaders, Deputy Head & Head Teacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any

incidents that occur at break or lunchtimes. These are stored on the school's SIMS system

- 8.3 The Headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.
- 8.4 It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

9 Review

- 9.1 The governing body reviews this policy annually. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

This policy promotes the United Nations Convention on the Rights of the Child with strong links to the following articles:

Signed: R. K. Mahil- Pooni / J. Snowden.



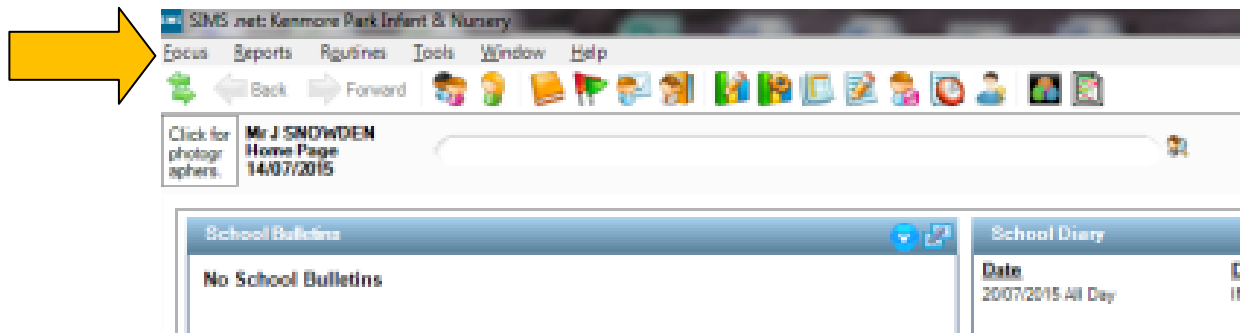
Logging a behaviour incident on SIMS

All behaviour incidents of level3 or above should be logged on SIMS.
They should be logged as soon as possible after the event has taken place.

To log an incident, follow the instructions below:

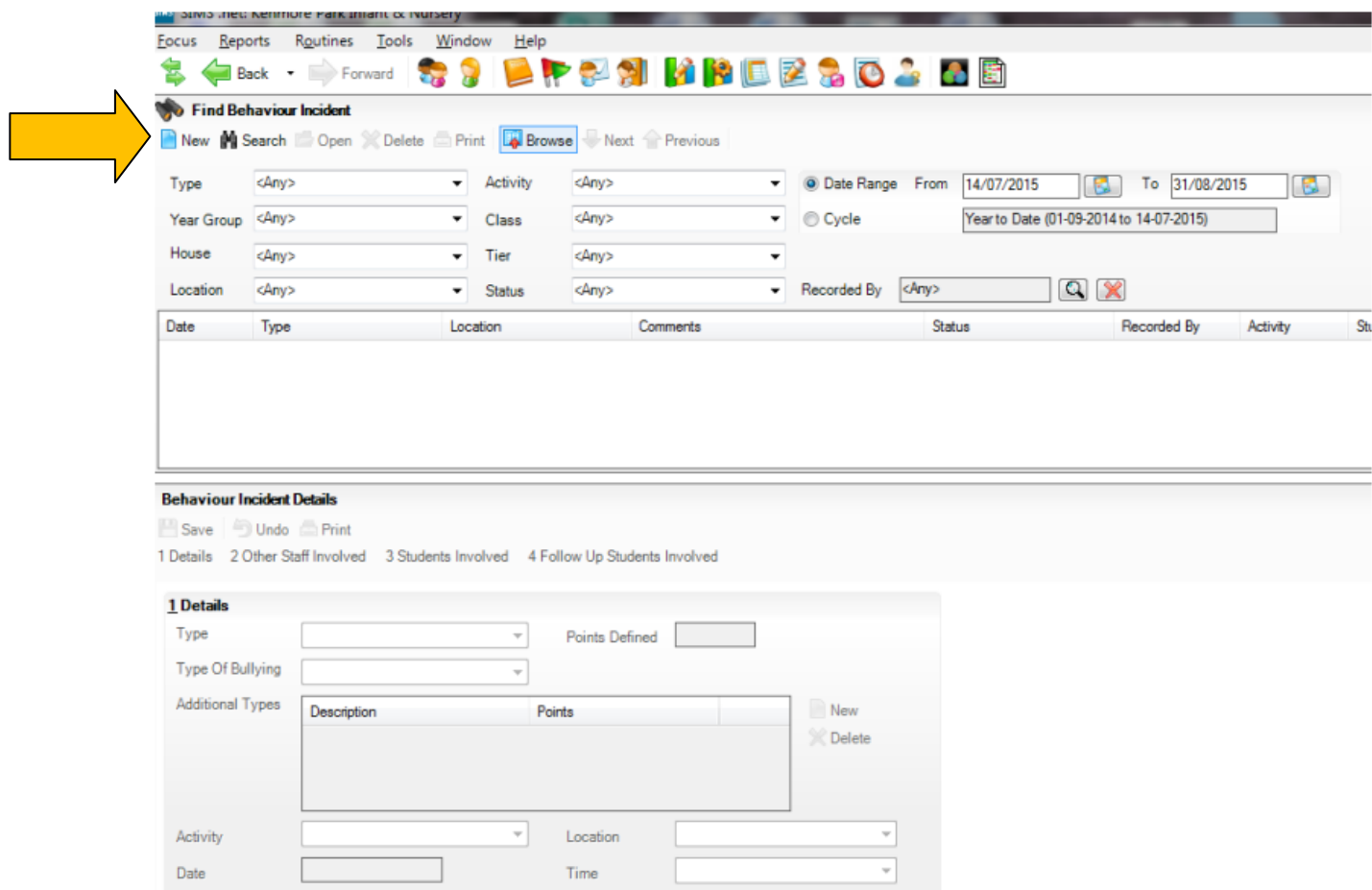
Log on to SIMS as you would normally

Click on Focus in the top left hand corner



Click on **Behaviour Management** and then on **Maintain Behaviour Incidents**

Click on **New** - see image below



Behaviour Incident Details

Save Undo Print

1 Details 2 Other Staff Involved 3 Students Involved 4 Follow Up Students Involved

1 Details

Type Points Defined

Type Of Bullying

Description	Points

New Delete

Activity Location

Date Time

Comments

Recorded On Status

Recorded By

2 Other Staff Involved

Name	Role
SNOWDEN James	

New Open Delete

3 Students Involved

Name	Role	Year	Reg	House	Points	Detention

New Open Remove Deten Report Exclud Send

Select Type and choose from the menu

Select Activity

Select Date

Select Location & Time

Comment on: incident and sanction

Select Status

Click on New to select students involved; (see note below) when you have selected them, assign their role and sanction

Finally click on Save or, alternatively, ensure you 'Save Changes' when prompted to by SIMS when you close the programme.

Call up children's names from SIMS by either putting their forename/surname in or by selecting their class name and selecting their name from the list. Click on **add**.

The screenshot shows the 'SIMS Select Students' window. At the top, there are 'Search' and 'View' buttons. Below these are several search filters: Surname (text input), Forenames (text input), Status (dropdown menu set to 'Current'), Effective Date (date picker set to '15/07/2015'), Tier (dropdown menu set to '<Any>'), Year Group (dropdown menu set to '<Any>'), Class (dropdown menu set to '<Any>'), and House (dropdown menu set to '<Any>'). Below the filters is a table with the following headers: Name, Year Group, Class, House, Gender, and Admission Number. A yellow arrow points from the text box above to the search filters area.

In the event of a supply teacher having to issue a punishment or if for any reason SIMS is not accessible, the form below (Appendix 2 may be completed)



Kenmore Park Infant & Nursery School



Behaviour incident record sheet

Date		Type of behaviour (please circle)	aggressive/ fighting/abuse /health & safety / other
Names & classes of children involved			
Description of incident			
Action following incident			
Name of person in school who is informed of the incident			

Levels of behaviour and sanctions.

<u>Level/ Stage</u>	<u>Behaviour</u>	<u>Reported to:</u>	<u>Sanction</u>	<u>Person administering sanction</u>
1	<ul style="list-style-type: none"> • Calling out • Not lining up (inside and outside) • Work avoidance • Disturbing others learning • Swinging on chair 	Class teacher	<ul style="list-style-type: none"> • Warning • Relocate within the classroom • Miss a minute of privilege time. • Time out • Dojo points 	Classteacher
2	<ul style="list-style-type: none"> • Rude to an adult • Continuous work avoidance 	Phase leader	<ul style="list-style-type: none"> • Miss a part of the morning break time. • Miss a part of the lunchtime break • Time out in another class • Dojo points 	Phase leader
3	<ul style="list-style-type: none"> • Fighting • Swearing • Spitting • Verbally abusive to an adult • Bullying • Defiance • Stealing • Biting an adult or child 	Class Teacher & Phase leader/SMT member	<ul style="list-style-type: none"> • Meeting with parent/s • Sent to linked class/given a time out • Put individual on report/behaviour chart(playtime of class) • Dojo points 	Phase leader/SMT member with Classteacher DHT
4	<ul style="list-style-type: none"> • Reversible damage to school property. • Use of racially abusive language • Consistent repetition of Level 3 behaviour - especially violent/unsafe behaviours 	Deputy Head	<ul style="list-style-type: none"> • Clean up area • Pay/reimburse cost for damages. • Parents informed • Set up a PSP/CAF/TAF. • Apology to victim (depending on the age & competencies of the child written/verbal) • Dojo points • Internal exclusion 	With Classteacher/ Phase leader/DH
5	<ul style="list-style-type: none"> • Continuous bullying with the intent to victimise an individual with intent! • Irreversible damage e.g. to expensive equipment in excess of £100. • Deliberately setting off the fire alarm. • Fighting resulting in serious injury requiring external medical attention. • Deliberate assault on a member of staff. • Deliberately assault on a member of school staff during he school day. • Serious breach of the Health & Safety at Work the detriment of other staff & pupils. 	Deputy Head/HT	<ul style="list-style-type: none"> • Meeting the parents • Fixed term exclusion (in HT absence)/internal exclusion • In addition to the above, Dojo points. 	DH /HT
6	As above but implications more serious following an in house investigation.	HT/DH	<ul style="list-style-type: none"> • Permanent exclusion. 	HT/DH

NB: These behaviour and related sanctions need to be employed flexibly taking account of the circumstances and the specific needs of the individuals involved (SEND pupils).



Kenmore Park Infant & Nursery School



Parent/Carer Consultation Record

Pupil: _____ **Date:** _____ **Class:** _____

Meeting/Telephone Call Meeting requested by: _____

Attended by _____

Discussion

Action Taken

Signed: _____ Print name: _____

Distributed to: Parent/Class Teacher/HT/DHT



KENMORE PARK INFANT & NURSERY SCHOOL

Headteacher: Mrs R K Mahil-Pooni **Finance Officer:** Mrs P Nathwani

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Date _____



Dear Parents/Carers of _____



Your child had to be restrained in school today. The school does not take this decision lightly and it is almost always a last resort.



We will be speaking with everyone involved, including your child, to find out why this occurred and to take steps to minimise the likelihood of this happening again.



We will be discussing our findings with you at the first available opportunity. If you have any concerns or questions, please do not hesitate to contact the school.



INVESTOR IN PEOPLE

Yours faithfully,



Mrs R K Mahil-Pooni
Headteacher

