

Kenmore Park Infant & Nursery School



Behaviour & Discipline Policy

Date reviewed: 1st July 2019

Date Ratified: 4th December 2019

To be reviewed annually.

This policy complies with the Education and Inspections Act 2006 (section 89). The headteacher along with the Governors and school staff have determined measure to be taken with a view to:

1.
 - (a) promoting, among pupils, self-discipline and proper regard for authority,
 - (b) encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing and addressing all forms of bullying among pupils (in line with KSCIE 2019),
 - (c) securing that the standard of behaviour of pupils is acceptable,
 - (d) securing that pupils complete any tasks reasonably assigned to them in connection with their education, and
 - (e) otherwise regulating the conduct of pupils.

2.
 - (a) act in accordance with the current statement made by the governing body under section 88(2)(a), and
 - (b) have regard to any notification or guidance given to him under section 88(2)(b).

3. Standard of behaviour which is to be regarded as acceptable must be determined by the head teacher

4. The measures which the head teacher determines under subsection (1) include the making of rules (**in our schools we use Charters**) and provision for disciplinary penalties (**referred to as sanctions in our policy**) (as defined by section 90).

At Kenmore Park Infant & Nursery School staff have the right to search a child if they feel they could be in the possession of a weapon/substance that is in breach of schools policy and could cause potential harm to themselves or others. The search would always be in the presences of another adult.

5. In line with the school's Behaviour and Safeguarding & Child Protection Policy the school will take reasonable measure to education and support our learners to conduct themselves and lawful citizens and within the parameters of the schools' behaviour expectations at a time when they are not on the premises of the school and are not under the lawful control or charge of a member of the staff of the school.

6. On induction to the school for any new intake and at year group meetings annually at the start of the year the schools behaviour policy and expectations are articulated to the parents and pupils who work with the staff to create the class behaviour charters.

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 behaviour expectations but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting behaviours for learning, 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 behaviour for learning, as it believes that this will develop an ethos of aspiration, perseverance, independence and co-operation. This policy is designed to promote behaviour for learning, rather than merely deter anti-social behaviour.

2 Rewards and Sanctions

- 2.1 We praise and reward children for application of learning 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** learning or for displaying the behaviour linked to dispositions of an effective learner at KPINS; Teachers give Dojo points for positive behaviour and learning; 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 learning or for applying the behaviour linked to dispositions of an effective learner at KPINS, or to

acknowledge outstanding effort or acts of kindness in school. Parents are invited.

Children have an opportunity to show examples of their improving learning outcomes by having it displayed on the Headteachers Achievement Board.

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 demonstrating the dispositions of an effective learner.

Dojo points for good work & for positive behaviour are introduced during the second part of the autumn term.

Year 1 – Stickers for demonstrating the dispositions of an effective learner.

Dojo points for good work & for positive behaviour – resulting in a Prize for the highest scoring boy and girl at the end of the week.

Year 2 – Stickers for demonstrating the dispositions of an effective learner.

Dojo points for good work & for positive behaviour – resulting in a Prize for the highest scoring boy and girl at the end of the week.

Children involved in intervention groups may be given stickers which they display in the back of their books as a reward for their efforts and progress.

- 2.2 The school employs a number of sanctions to enforce the behaviour expectations and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

We expect children to demonstrate the behaviours linked to being an effective learner, 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 and persevere 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 make reference to the language of the UNICRC and the right for all children to learn and be heard as a means of challenging the learner to reflect on their behaviour. If a child repeatedly demonstrates behaviour which impact on the learning of others, we isolate the child from the rest of the class until s/he calms down, and is in a position to respect their own and others rights to learn and work in an safe learning environment.

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 immediate line manager or a senior member of staff 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 1. 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 a home school behaviour plan/chart
- Lose dojo points
- Home-school link book established
- For pupils on the verge of exclusion a Pastoral Support Plan / Early Support referral 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 a senior member of staff. All such behaviours need to be logged on SIMS.

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 (recorded as a detention in SIMs), miss some of the Golden Time, go to a parallel year group class to complete tasks set or have time out for unacceptable or inappropriate behaviour. At certain times they may 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 educational visits (supported by a risk assessment – educational visits only).

- 2.3 The class teacher discusses the behaviour expectations with each class. In addition to the behaviour expectations, 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 DfE *Use of Reasonable Force July 2013*.

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 behaviour expectations along with behaviours for learning are enforced in their class, and that their class conduct themselves 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 learn 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 their immediate line manager or a member of the senior management team. If the behaviour continues the line manager or member of the senior management team 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 4).

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 request an appointment to meet with the Headteacher. 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 and there is sufficient evidence to support the decision.
- 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 line manager, Senior member of staff, 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.

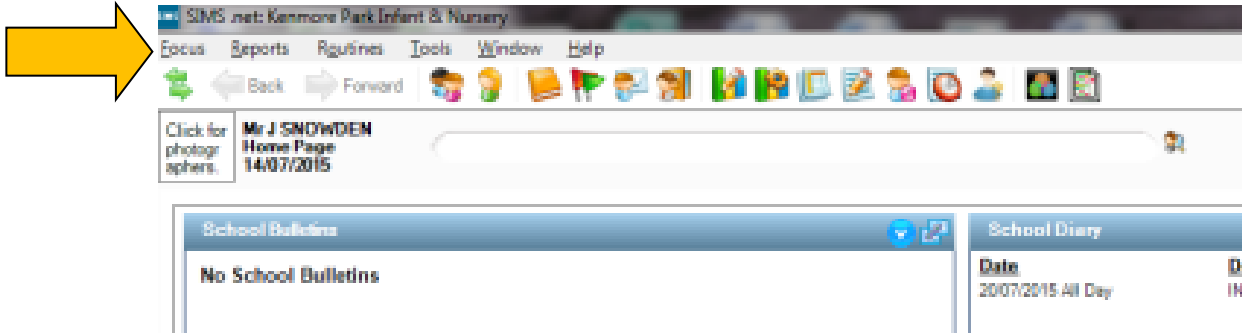
Signed: R. K. Mahil- Pooni / J. Snowden.

Appendix 1.

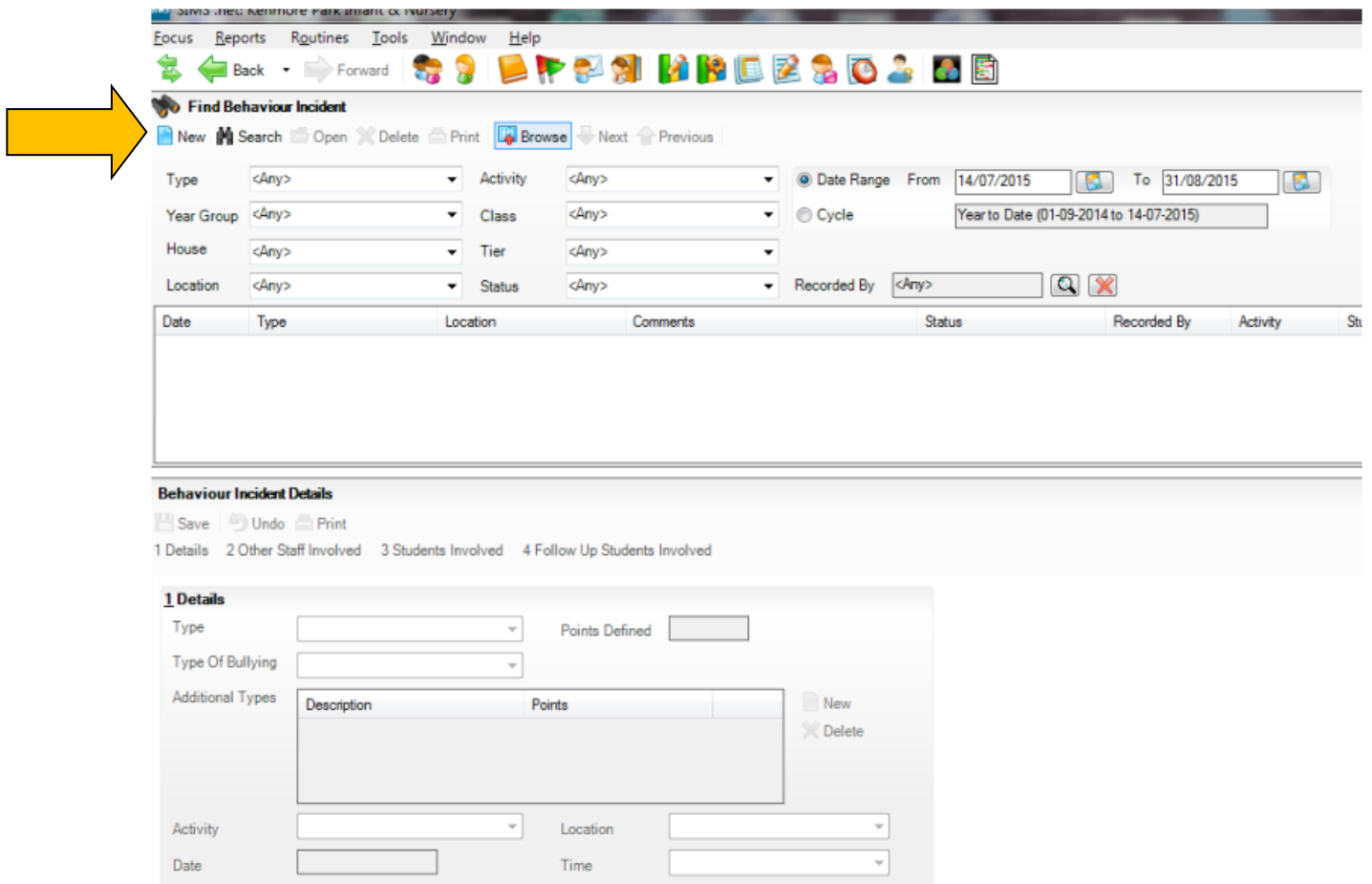
Logging a behaviour incident on SIMS

All behaviour incidents at level 3 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

Additional Types

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 Detention Exclusion Send

Select Type and choose from the menu

Select Activity

Select Date

Select Location & Time

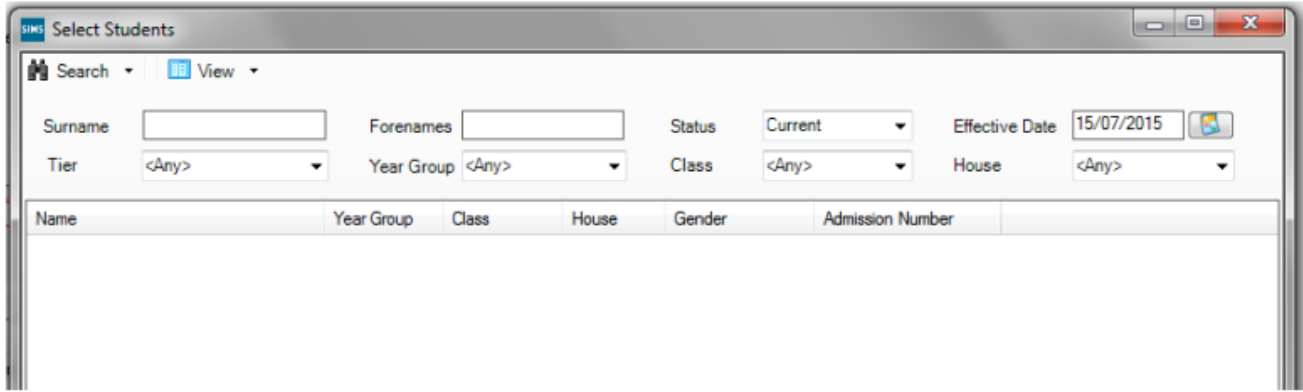
Comment on: incident and sanction

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.



Name	Year Group	Class	House	Gender	Admission Number
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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 POLICY INCIDENT REPORT FORM

Pupil	Class	Date

Type of Behaviour					
Aggressive	Abusive	Racist	Sexual	Health & Safety	Exclusion

Incident:

Action taken:

Person conducting investigation	Signed	Print name

cc. Parent
Classteacher

Appendix 3.

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"> • Continuous work avoidance 	Year group/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/year group leader
3	<ul style="list-style-type: none"> • Rude to an adult • Fighting • Swearing • Spitting • Verbally abusive to an adult • Bullying • Defiance • Stealing • Biting an adult or child 	Class Teacher, Year group & 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/year group 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/year group 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	<ul style="list-style-type: none"> • Permanent exclusion. 	HT

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).



Appendix 4

Kenmore Park Infant & Nursery School



Parent/Carer Consultation Record

Pupil	Class	Date
Meeting/Telephone Call	Meeting requested by	Attended by

Discussion:

Action taken:

Person conducting investigation	Signed	Print name
Distributed to		
Parent	classteacher	HT/DHT



KENMORE PARK INFANT & NURSERY SCHOOL

Headteacher: Mrs R K Mahil-Pooni **Finance Officer:** Mrs P Nathwani
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☐☐ 020 8204 8759 ☐ 020 8905 0368 ☐ office@kpins.harrow.sch.uk



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.

Yours faithfully,



Mrs R K Mahil-Pooni
Headteacher



INVESTOR IN PEOPLE

