



Kirkby CE Primary School **Behaviour and Discipline Policy**

Rationale

At Kirkby Church of England Primary School we believe our school is a community and that it is vitally important that everyone is safe and happy within it. We aim to provide an environment in which our children are secure and confident, irrespective of race, gender and religion, with Equal Opportunities for all.

Links with other Policies

Our Behaviour Policy underpins the working of the school. There are, however, specific links with other important school policies – Equal Opportunities, Racial Equality and Cultural Diversity, Health and Safety, Attendance and Special Educational Needs. It will be updated as necessary to include any new Government initiative or policy.

Key Principles

The following, taken from DfE Circular 10/99, Social Inclusion: Pupil Support, outline our principles of good practice:

Setting good habits early

We strive to help our children establish regular punctual attendance and good behaviour from the start, involving parents in the process.

Early intervention

We believe in early intervention where there is poor behaviour, or unexplained absence, in order to help our children adapt to the rules and routines of school life.

Rewarding achievements

The majority of our children follow the school rules. Rewarding them for their good behaviour and attendance is important in maintaining their motivation and sense of self worth. This is achieved through the awarding and promotion of the Learner Code.

Supporting behaviour management

We work as a team, in close liaison with outside agencies in dealing with children with behaviour problems. Staff support each other, through offering advice on strategies and through maintaining the school's discipline policy throughout the EYFS, KS1 and KS2 classes.

We will also refer to outside agencies (Fire Service, Police) to support issues that arise in school.

Working with parents

If we are to be successful in supporting a child to improve his/her behaviour, we have to work in partnership with parents. This is only effective if both parties communicate on a regular basis, keeping each other informed of any issues. Where possible any communication will be face to face to promote positive relationships.

Involving pupils

We encourage our children to be responsible for their actions and to play a part in setting themselves targets for improving their behaviour. This will be constantly highlighted through discussion, assemblies and curriculum activities.

Commitment to equal opportunities

We are committed to equality of opportunity for all our children, irrespective of religion race, gender, disability or sexual orientation. The effectiveness of our policy is monitored by a governing body sub-committee and any issues dealt with immediately.

Identifying underlying causes

We work closely with parents and outside agencies in identifying any underlying causes for a child's behaviour difficulties.

Through the success of our behaviour policy we aim to:

- Create a calm, purposeful, safe and happy learning environment.
- Foster positive, caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
- Encourage each child to take responsibility for his/her own behaviour, leading to increasing independence and self-discipline.
- Create a consistent approach to behaviour management throughout the school, celebrating and praising acceptable behaviour and enforcing firm boundaries for unacceptable behaviour (Learner Code).
- Work in partnership with parents in dealing with any behavioural issues.
- Encourage respect for individuals.
- Lead by example in the way that we treat each other and the children in our care.

In order to achieve these aims:

All staff should:

- Follow the hierarchy of rewards and sanctions.
- Make children aware of appropriate behaviour in all situations.
- Be aware of all children's behaviour in class and around school, dealing with every incident appropriately, giving mutual support to colleagues.
- Work in partnership with parents in dealing with any behavioural issue.
- Inform parents of the target and perpetrator, **as soon as possible**, that an incident has occurred and that it has been dealt with/will be dealt with.
- Act as a role model for desired behaviour, treating all adults and children with respect.
- Focus on good behaviour and positive reinforcement to raise self-esteem, giving

praise for good behaviour and achievements and trying to 'catch the children being good'.

- Display the Kirkby CE Learner Code clearly and mention it frequently.
- Be punctual in collecting classes.
- Ensure children are never left unattended.
- Create a calm working atmosphere in the classroom, with access to resources and with well-established routines for clearing up, collecting equipment, changing activities etc.
- Ensure that each child has work appropriate to his/her level of ability.
- Deal with problems calmly and without shouting (unless a pupil is in danger of hurting themselves or others).
- Be as consistent and fair as possible in the use of rules and sanctions, taking into account each individual child's needs.
- Work closely with senior leaders and outside agencies, implementing advice and strategies in dealing with a child with behavioural difficulties.
- Remind children that they are representatives of the school when they are on their way to and from school and on school visits.

Pupils should:

- Follow the Learner Code.
- Co-operate readily with all school staff.

Parents should:

- Support the school's hierarchy of rewards and sanctions (Kirkby CE Learner Code)
- Help the children understand the rules and the need for them in an ordered society.
- Work in partnership with the school to promote high standards of behaviour at all times.
- Ensure their child attends school regularly/punctually and notify the school of reasons for absence.

Rewards for Appropriate Behaviour

The majority of our children behave well and are a credit to themselves, their parents and the school. We believe in rewarding them for following the Learner Code and freedoms/privileges:

The following details the hierarchy of rewards available to the children for following the Learners' Code (all do not need to be followed):

- verbal praise; body language (smile, thumbs-up, nod) – specific to the child.

Remember – overt praise can embarrass some children.

- Learner Status awards
- Star of the week assembly
- Praise notes home
- Parent/teacher reviews– end of year reports - recognising good behaviour and attitude to school.

Sanctions for Inappropriate Behaviour

The following points detail the hierarchy of sanctions available to the children who are unable to follow the school rules:

1. For the **first display** of non-LEARNER behaviour: A verbal reminder that your behaviour is breaking a rule.
2. For continuing to break a rule you will be given a FINAL warning.
3. For continued displays of non “LEARNER” behaviour you will be asked to leave class and work in another class.
4. If there is no improvement in behaviour on your return to class you and you will receive a break or lunchtime detention and Mrs Kenny/Miss Hindmarsh informed.
5. For continued incidents or more serious incidents such as refusing to comply, swearing or other verbal abuse, damaging property, bullying, or physical violence you will receive lunchtime **detentions** and be removed from class for a fixed term.
6. For continued serious incidents such as stealing, vandalism, violence, racism, extreme violence, refusing to do as asked or bullying, you will be given break and lunchtime detentions and your parents informed. You will also be on daily report.
7. If there is no improvement or the incident is extremely serious you may receive a fixed term exclusion.
8. Permanent Exclusion

Strategies to Support Inclusion

We have a range of support mechanisms to help the inclusion of pupils with emotional/behavioural difficulties and enable their access to the Curriculum and wider school life. These strategies are over and above the strategies that are used for the majority of pupils.

- Play leaders promote good social skills, resolving conflicts and playing with ‘lonely’ pupils
- Playgrounds are to provide for a range of personalities and interests
- Activities are provided and encouraged to engage and motivate ‘groups’ of pupils including indoor provision at lunchtimes and playground equipment specific to each key stage
- Learning Mentor work with groups of vulnerable children and offers sessions to pupils who are ‘at risk’ of poor behaviour and not following the LEARNER code of the school
- Close liaison with Early Help Services who support pupil through:

Observing pupils and advising on new teaching strategies

Supporting IBPs

Play therapy

Circle time

Anger management strategies

Class profiles - looking at a child's behaviour in relation to the rest of the class

Team building

Drop-in advice sessions with staff

Educational Psychologist referral

Pastoral Support Plan – an improvement plan to support children at risk of exclusion

Regular meetings with parents

Referral to CAMHS (Child and Adolescent Mental Health Service)

Individual Behaviour Contracts

Circle of Friends

Kirkby CE Learners' Code

Listen

- I will be a good listener
- I will look at the person speaking and listen carefully to others.

Effort

- I will try my best.
- I will have a "can do" attitude towards my school work.
- I will help my friends.

Achieve

- I will know my targets and work hard on them.
- I will take pride in my learning.

Respect

- I will have kind hands, feet and words.
- I will say please and thank you.
- I will respect difference.

Neat

- I will move between rooms and playground sensibly.
- I will wear my correct school uniform.
- I will work neatly.

Enjoy

- I will enjoy my learning and take pride in my work.
- I will tell someone if I'm not happy.

Ready

- I will be in school, on time.
- I will make healthy lifestyle choices.
- I will bring my PE kit and reading book
- I will complete homework on time.

Kirkby CE Consequences

What happens if we break our code.

1. A verbal reminder that your behaviour is breaking a rule.
2. For continuing to break a rule you will be given a FINAL warning.
3. For continued displays of non "LEARNER" behaviour you will be asked to leave class and work in another class.
4. If there is no improvement in behaviour on your return to class you and you will receive a break or lunchtime detention and Mrs Kenny/Miss Hindmarsh informed.
5. For continued incidents or more serious incidents such as refusing to comply, swearing or other verbal abuse, damaging property, bullying, or physical violence you will receive lunchtime **detentions** and be removed from class for a fixed term.
6. For continued serious incidents such as stealing, vandalism, violence, racism, extreme violence, refusing to do as asked or bullying, you will be given break and lunchtime detentions and your parents informed. You will also be on daily report.
7. If there is no improvement or the incident is extremely serious you may receive a fixed term exclusion.
8. Permanent Exclusion