



KEYWORTH PRIMARY SCHOOL

Behaviour Policy

INTRODUCTION

This document is a statement of the aims, principles and strategies for behaviour and discipline at Keyworth Primary school.

It was developed during the autumn of 2016 through a process of consultation with staff, parents, children and governors.

It was reviewed and changes made in autumn 2017.

It will be reviewed in 2019 by the governors.

This policy is made available as part of the induction process for new staff

Aims, objectives and expectations

It is a primary aim of our school that every member of the school community feels 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 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 where everyone feels happy, safe and secure and is expected to be upheld and promoted by all adults working in the school.

Policy objectives:

- to define school rules
- to define a system on incentives and sanctions
- to define the role of staff
- to define the role of the headteacher
- to define the role of the governors
- define the role of parents
- explain the process of fixed exclusions
- explain monitoring procedures

School Rules

Using Golden Rules

- **We are gentle.**
- **We kind and helpful.**
- **We listen.**
- **We are honest.**
- **We work hard.**
- **We look after property.**

Rewards

Staff take every opportunity to model appropriate and expected behaviour. We understand the importance of partnership with parents therefore we involve them in both the positive and negative elements of this behaviour plan through regular communication.

Each class teacher discusses the school rules with their class at the beginning of every year and the children are continually reminded of the expectations throughout the year in class and assembly.

We praise and reward children for good behaviour in the following ways:

- All staff congratulate children verbally for good, kind and considerate behaviour.
- Each week we nominate 1 child from each class (Reception to Year 6) to receive a commendation for good work or behaviour. Each child receives a 'Star of the Week' certificate, a reward band and their name is displayed on a communal board.
- Each child from Years 1-6 belongs to a house (Diamonds, Rubies, Emeralds and Sapphires). Good behaviour or work is rewarded with a gem. At the end of the term the winning house is rewarded with a trip. Children who belong to that house and have received an internal exclusion (see sanctions) are not allowed to attend.
- Each house has 2 'House Captains' selected from Year 6. These children can present others with gems and attend daily detention (see sanctions) to discuss with the children what they have done wrong and how they could behave differently.
- All children begin the week with 30 minutes 'Golden Time'. They can choose from a menu of activities offered across each phase. Children lose 'Golden Time' for poor behaviour.(see sanctions)
- Each class can earn 'Treasure Chests' if the whole class is behaving well. 'Treasure Chests' are exchanged for 5 of each gem. The KS1 and KS2 class who receive the most 'Treasure Chests' each week gain 15 minutes more play on a Friday.
- Children who are thoughtful and kind have their names displayed on a 'Friendship Tree'. Each child also receives a gem.
- Children in KS1 are moved onto gold on a daily basis for good behaviour. They receive a personalised well done sticker.

Early Years

- Children receive treasure chests for fantastic behaviour, work or effort.
- The class receives 5 treasure chests if they are all behaving or working well.
- Keyworth 'Lenny the Lion' is presented each week to the class with the most treasure chests.

Sanctions

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. Below is detailed the system and sanctions which are auctioned for different unacceptable behaviours.

Early Years

Children receive thinking time if they are presenting difficult behaviour. In extreme cases such as they have hurt another child they will be sent to HT/DHT/AHT

Key Stage 1

1. Verbal Warning
2. Amber card which children can move back from for good behavior.
3. Miss 5 minutes of playtime
4. Miss a 10 minutes of playtime.
5. Red card-Detention/10 minutes off Golden Time- (5 detentions equals letter home and internal exclusion).
6. Sent to HT/DHT/AHT-followed by one day internal exclusion - child has no play or lunch/Letter sent to parents.(3 internal exclusions equals external exclusion)
7. External exclusion.

Key Stage 2

1. Verbal Warning
2. Amber card
3. Miss 5 minutes of Golden Time
4. Miss a further 5 minutes of Golden Time.
5. Red card-Detention/10 minutes off Golden Time - (5 detentions equals letter home and internal exclusion).
6. Sent to HT/DHT/AHT-followed by one day internal exclusion - child has no play or lunch/Letter sent to parents.(3 internal exclusions equals external exclusion)
7. External exclusion.

Reasons for an amber card

- Talking/calling out.
- Low level noise-humming/tapping/singing.
- Not walking silently around the school.
- Swinging on chair.
- Not standing still when the bell goes/running to line.
- Wasting own or others time/not focusing on work.

Reasons to go straight to a red card

- Cussing.
- Disrespecting adults.
- Damaging property.
- Lying to an adult.

Reasons to go straight to an internal exclusion

- ❖ Violence.
- ❖ Swearing at an adult.
- ❖ Stealing.
- ❖ Destroying property in anger.

Reasons to go straight to an external exclusion

- Hurting an adult.
- Not stopping fighting when an adult intervenes.
- Being out of control.

Further points:

- Children who lose 20 minutes of 'Golden Time' are sent to a detention and their names are recorded to identify patterns and subsequently inform parents
- Children who receive 1 or more internal exclusions are not allowed to attend the reward trip if their house wins.
- Children lose their place in after school clubs if they receive 1 or more internal exclusions in a term.
- Each class has a behaviour book which monitors incidents.
- If needed a contact book is set up between home and school.

Bullying

The school does not tolerate bullying of any kind (whether between adults or children, adults to children, children to children, adults to adults or children to adults). If we discover that an act of bullying or intimidation has taken place, we

act immediately to stop any further occurrences of such behaviour. All incidents are recorded in the behaviour book and taken to a member of the Senior Management Team for further action. Incidents are reported to Southwark LA. (See Anti-Bullying policy)

Safeguarding

Keyworth Primary is not a non-contact school. All members of staff are aware of the regulations regarding the use of restraint by staff. Regular training is provided on safer handling. We

Staff only intervene physically to restrain children or to prevent injury to a child, or school property, or if a child is in danger of hurting him/herself. (See Safeguarding policy)

The role of the school staff

It is the responsibility of all staff to ensure that the school rules are modelled and enforced in class and around the school consistently, and that pupils behave in a responsible manner during lesson time and on outings or visits. All new staff will be given a comprehensive induction in this area.

The 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.

The staff treat each child fairly and enforce the classroom code and Behaviour and Discipline Policy consistently. The staff treats all pupils with respect and understanding.

All staff liaise with external agencies, as necessary, to support and guide the progress of each child.

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 or other teaching staff may also contact a parent if there are concerns about the behaviour or welfare of a child or to pass on positive comments.

The role of the Headteacher

It is the responsibility of the Headteacher to implement the school Behaviour and 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.

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.

The Headteacher ensures records of all reported serious incidents of misbehaviour are kept.

The Headteacher is the only one with the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may request the governing body permanently excludes a child. The Headteacher is responsible for notifying the governing body and LA of all exclusions.

The role of parents

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

We explain the behaviour system in the school prospectus and website. We expect parents to read these and support them.

We 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. We expect parents to treat staff courteously.

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 make an appointment to see the class teacher via the office. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, a formal complaint can be implemented through the school governors. Please see Complaints Policy.

The role of governors

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.

The Headteacher has 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.

Fixed-term and permanent exclusions

Only the Headteacher (or the acting Headteacher) 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 request that the governing body excludes a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a request for a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. If the exclusion is permanent the school informs the parents of the procedure that will follow. The Headteacher informs the LA and seeks their guidance.

The Headteacher informs the LA and the governing body about any permanent exclusion. She also informs the LA about any fixed-term exclusions of half a day or more.

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 permanent exclusions on behalf of the governing body.

When the discipline committee meets to consider a permanent exclusion, they consider the reasons and circumstances in which the pupil was excluded, and consider any representation by parents and the LA. They consider whether the pupil should be reinstated or whether to uphold the Headteacher's request for permanent exclusion.

If the discipline committee decides to permanently exclude a pupil the parents have the right to appeal to an independent panel. This panel may decide to reinstate a pupil. Their decision is final.

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour.

The Headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of exclusions, the reasons for exclusions and the ethnic origin, gender etc. of those excluded to ensure that the school policy is administered fairly and consistently.

Review

This policy will be reviewed by all staff in the September of each new school year.

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations from the annual staff review on how the policy might be improved.

Signed: 

Date: 1/9/16

Policies for further reference:

- **Anti-bullying policy**
- **Single Equality Scheme**
- **Safeguarding policy**
- **Staff Code of Conduct**
- **Health and Safety policy**