

BEHAVIOUR & DISCIPLINE POLICY

Date this policy was formally reviewed and agreed by the Governing Body of Kelvin Grove Primary School:	12.10.2021
Signed on behalf of the Governing Body by:	Mr Ian Mearns MP Chair of Governors
Signature:	
Date:	12.10.2021
Details and dates of minor amendments:	
Date next full review is due:	Autumn 2022

Please note that this school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, governors, parents and visitors to share this commitment.



BEHAVIOUR POLICY

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1. Aims and objectives

It is a key aim of Kelvin Grove Primary 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's 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 in which everyone feels happy, safe and secure.

Kelvin Grove Primary School has a number of rules, and these rules are in place to promote good behaviour and relationships, so that people can work together with the common purpose of helping everyone to learn and feel safe. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

2. School Rules

We have 6 School Rules and use the acronym KELVIN to help us remember them;

Kee hands, feet and unkind comments to yourself

Everyone is treated with care and respect

Listen and follow instructions first time

Value your own, others and school property

Impress others with your good manners

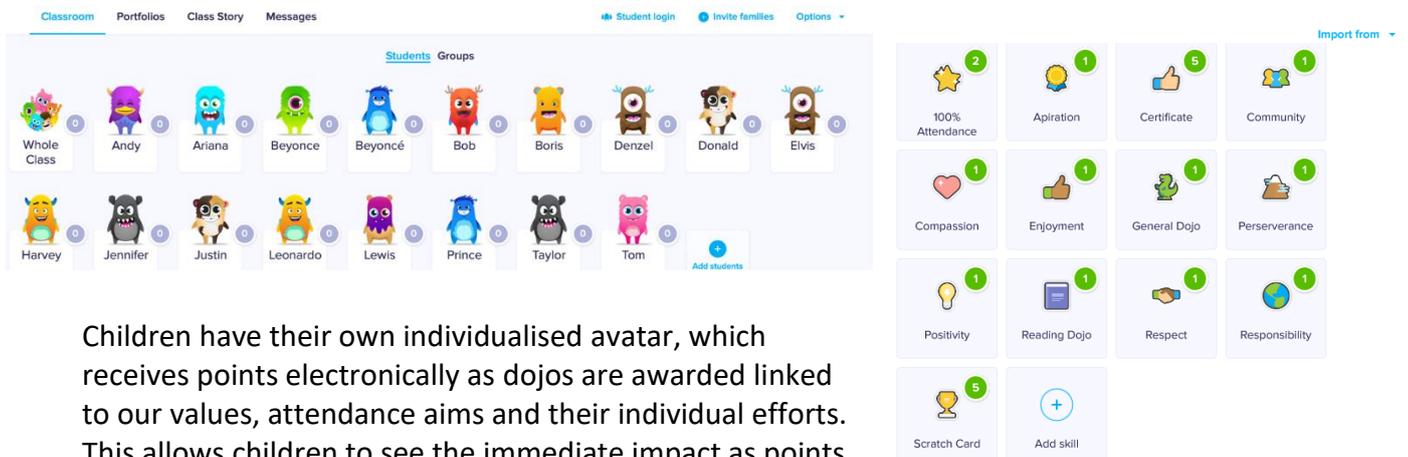
Never give up!

These will be displayed in a central area and in the classrooms and referred to regularly for positive reinforcement.

3. Rewards

Class Dojos

At Kelvin Grove we use the ClassDojo website/app, to help motivate children and raise the profile of good behaviour and effort in school.



Children have their own individualised avatar, which receives points electronically as dojos are awarded linked to our values, attendance aims and their individual efforts. This allows children to see the immediate impact as points automatically add to their total.

Stickers

All staff are to award stickers in children's books for effort and for children to wear when they have demonstrated a good attitude to learning and behaviour. These will be provided by the school.

Working Collectively

Children work together as a class community to earn as many class dojos as possible by showing exemplary behaviour and by working hard in class (see marking policy).

Each class has its own class Dojo avatar and they compete with other classes in their key stage to collect the most dojo points in a week. The team with the most points moves up a star or flame and host the Key Stage dojo in their class. The team who reach the moon will win a class prize at the end of each half term e.g. movie afternoon.



Lunchtimes

Lunchtime supervisors are actively engaged in promoting good behaviour. The lunchtime supervisors must be treated with the respect expected by all adults at Kelvin Grove Primary. Good behaviour is rewarded by staff working in the kitchen and lunchtime supervisors with Dojo scratch cards and they can 'win' 2, 5 or 10 Dojo points or a dip in the Headteacher's lucky dip box.

School Values

Dojos are also linked to the 8 values (see website for definitions) chosen by the staff, parents/carers and children which we promote in school:



Headteacher Award

From time to time, the headteacher will award a 'Headteacher Award' to children who really excel in their behaviour or work.

Whole School Celebrations

Weekly Assemblies

Each week, we nominate children from each class to be awarded certificates in assembly for good work (Learner of the Week). The school acknowledges the efforts and achievements of children, both in and out of school.



Celebration Assembly

At the end of every term, a broad range of pupil achievement is recognised and various awards are presented.

4. Sanctions

We prefer to use positive reinforcement to encourage good behaviour. However, when children are not following the school rules, then teachers follow the behaviour policy:

In class:

When a child is being disruptive in lessons:

- 1) Child will be spoken to and asked if they are calm and ready to learn
- 2) Additional support to help child (when possible)
- 3) Child to spend time outside the classroom with support (when possible)
- 4) Child moved to the middle area and missed work will be completed in their playtime. Message sent to parents by class teacher. Key Stage leader informed. If a child needs to finish off work, this is the class teachers' responsibility and this should be undertaken in the classroom.
- 5) If children are persistently moved to the middle area, then the class teacher will arrange a meeting with the parent/carer in order to discuss the situation, with a view to improving the behaviour of the child
- 6) If the child continues to move to the middle area, then a meeting will be organised with the Deputy Head, Family Support Worker, class teacher and parent/carer. A behaviour plan will be written for the child and this will be supported by the parents and school. It will be reviewed each half term.

NB: 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 a member of the senior leadership team will escort the child out of the classroom. Parents/carers will be contacted. This will be recorded on CPOMs (our safeguarding reporting system) and will remain on the child's records, which follow them through their education.

At lunchtime:

The majority of incidents that occur at lunchtime should be investigated and resolved by the Lunchtime Supervisory Assistants or senior Supervisors. A serious incident may be referred to the member of SLT on duty.

Incidents must be resolved before children return to the classroom, so as not to impact on teaching time.



If children choose to break our school rules, the supervisor will:

1. Speak calmly and remind child of school expectations
2. Further misbehaviour will result in the child being asked to accompany an adult around the playground for 5 minutes.
3. If poor behaviour persists, the child will be sent inside for the remainder of lunchtime play to be supervised by a member of the Senior Leadership Team or the Family Support Worker. The teachers must be informed and a message sent to the child's parents by the Key Stage Leader.

If the behaviour is persistent, it may be necessary for the child to return home for lunch for a period of time.

Use of Team Teach:

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

Fixed-term and permanent exclusions:

We do not wish to exclude any child from school, but sometimes this may be necessary.

Only the Head teacher (or the acting Head teacher) has the power to exclude a child from school and this must be on disciplinary grounds. The Head teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year, however, parents have different rights of appeal and if a child has 15 or more days exclusion in a term the governors must meet to consider any alternative strategies to exclusion. In extreme and exceptional circumstances, the Head teacher may exclude a child permanently. It is also possible for the Head teacher to convert a fixed term exclusion into a permanent exclusion, if the circumstances warrant this.

The Head teacher informs the governing body on a termly basis of all exclusions.

If the Head teacher permanently excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. The Head teacher also informs the Local Authority of their decision.

Within 15 school days the governors discipline panel should meet to consider the head teacher's use of exclusion but only have the power to uphold or reinstate the pupil either immediately or on a particular date.

Should the governor's discipline panel uphold the Head teacher's decision to permanently exclude a pupil, the parent has a right to request an independent review panel re-hear the case. This currently arranged by the Council's Legal, Democratic and Property Services Team



and both the chair of the governor's discipline panel and the Head teacher will be asked to attend to outline their reasons for permanent exclusion.

The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, Exclusion from maintained schools, Academies and pupil referral units in England. A guide for those with legal responsibilities in relation to exclusion, September 2012. We refer to this guidance in any decision to exclude a child from school. In May 2016, the Internet address was <https://www.gov.uk/government/publications/school-exclusion>

5. Behaviour – who is responsible for what?

Class Teachers and Classroom Assistants

The role of the class teacher, with the support of the classroom assistant:

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher records all such incidents on CPOMS - Behaviour Incident Logs. In the first instance, the class teacher deals with incidents in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the appropriate Key Stage Leader/Deputy Head. This will again be recorded on CPOMS - Behaviour Incident Logs.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with an education social worker or the Local Authority behaviour support service.

The class teacher reports to parents/carers 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.

Deputy Headteacher (responsible for Pupil Welfare)

It is the responsibility of the Deputy Head teacher to monitor fortnightly behaviour across school by:

- analysing behaviour logs on CPOMS for whole school and individual patterns
- meeting with staff to discuss any concerns about particular children



The Deputy Head teacher is also responsible for implementing strategies to improve behaviour – as both whole school and individual initiatives. This includes:

- changes in break time activities
- behaviour logs/plans for individual children,
- liaising with the Family Support Worker and SENDCO
- meeting with teachers and parents to discuss next steps, - referring to behaviour support as needed.

The Deputy Head teacher reports to Governors on a termly basis, with a summary of behaviour incidents in the school, any reports of bullying and initiatives put in place to address these.

Head Teacher

It is the responsibility of the Head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to the Board of Directors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head teacher to ensure the health, safety and welfare of all children in the school.

The Head teacher supports staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Head teacher keep records of all reported serious incidents of misbehaviour.

The Head teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head teacher may permanently exclude a child.

Parents/Carers

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school. Parents and pupils sign a Home school agreement to ensure common goals.

We explain the school rules in the school prospectus, and we expect parents to read them and support them.

We expect parents to support their child's learning, and to cooperate 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, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they



should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

6. Recording and Monitoring

In school

Persistent disruptive behaviour in class or incidents of poor behaviour should be recorded using CPOMs by the class teacher, HLTAs or teaching assistants.

Kelvin Grove Primary School Dashboard Account Settings Add Incident LOGOUT

Student: Begin typing a student's name

Incident: [Text Area]

Categories:

- Attendance and Punctuality
- Behaviour
- Bullying Incidents
- Child In Need
- Child Protection
- Counselling
- Covid school closure
- DV
- Grooming
- Home Issues
- Homophobic
- LAC
- Medical Issues
- Mobility/Transition
- Parental Contact
- Pastoral Care Concern
- Refugee
- Safeguarding
- SEN
- TAF
- Team Teach Incident

Behaviour Subcategories

- Assault - Pupil
- Assault - Teacher
- Damage - Property
- Defiance
- Disruptive Behaviour
- Fighting
- Inadequate Work
- Lunchtime
- Persistent Homework Failure
- Racial Incidents
- Verbal Assault - Pupil
- Verbal Assault - Teacher

Linked student(s): Begin typing a student's name

Type a student's name to link them to this incident.

Incidents should be logged as '**Behaviour**' and then identified using the **Behaviour Subcategories**.

It is also important to record where and when the incident has happened

Staff members who are alerted include: DHT, FSW relevant classroom assistants, relevant HLTAs, SENDCO, phase leaders and year group leaders.

At lunchtime

We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident which are then added to CPOMS by admin staff.

Outside School

If the school is made aware of any poor behaviour outside of school, then it should be recorded in CPOMS by the FSW or DHT. The HT/DHT/FSW will make a decision as to what action (if any) is deemed necessary.

NB: If someone brings a knife into school, this will be reported to the police by DHT or HT.



The Deputy Head Teacher monitors whole school behaviour on a fortnightly basis: analysing whole school trends and reporting next steps to the Head Teacher.

The Head Teacher keeps a record of any child who is suspended for a fixed- term, or who is permanently excluded.

The Governors

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. They will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

Staff and the Governing Body reviews this policy every three years. They may, however, review the policy earlier than this if the government introduces new regulations, or if they receive recommendations on how the policy might be improved.

Bullying (see school procedure)

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. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

We have developed a clear step by step guide for when any incidents of bullying occur in school.

In school we address and prevent bullying by:

- Delivering the Jigsaw PSHE lessons
- Assemblies
- Workshops
- Pastoral support
- Lunchtime Clubs
- Kindness Crew
- Values which instil positive values of community, respect, compassion and responsibility
- Outside agency visits e.g. NSPCC
- Kidsafe programme
- All staff know the pathway for addressing bullying
- Young translators
- Ensuring **ALL** our staff are vigilant and aware of their responsibilities (attending Safeguarding training)
- Asking children to complete the Keeping Children Safe in School questionnaire annually and responsive workshops

In school we address and prevent cyberbullying by:



- Teaching of eSafety every term as part of the Computing Curriculum
- Fortnightly advice on newsletter re APPs
- PSHE curriculum
- Quick response to any reports of cyberbullying

For guidance on **peer-on-peer abuse** and **sexual violence and harassment** please see our Safeguarding Policy 2021.