

## Kedington Primary Academy Behaviour and Discipline Policy

<b>Date Approved</b>	
<b>Signed</b>	(Chair of Governors)
<b>Minuted</b>	(Date)
<b>Date of Next Review</b>	<b>Spring 2019</b>

### Aims and expectations

It is a primary aim of Kedington Primary Academy that every member of our Academy 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. This Academy policy is therefore intended to support the way in which all people in our Academy can live and work together. It aims to promote an environment where everyone feels happy, safe and secure and where we can support the children in their social, moral, spiritual, physical, academic and emotional development.

We all try to:

- do our best;
- appreciate and co-operate with one another;
- take part confidently and responsibly in the life of the Academy and the community;
- grow in understanding of people and events;
- show respect for other people and their property regardless of their ability or opinions.

The Academy has a number of Academy rules, but this 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 Academy community in aiming to allow everyone to work together in an effective and considerate way.

### Our Rules

**We will be polite and helpful**

**We will listen and learn**

**We will take care of our own and other people's belongings**

**We will be kind and honest**

**We will take good care of our learning environment**

At Kedington Primary Academy, we believe that rules should be owned by everyone in the Academy. The class teacher discusses the Academy rules with each class. In addition to the Academy rules, each class also has its own class code, which is agreed by the children at the beginning of the academic year and displayed on the wall of the classroom. In this way, every child in the Academy knows the standards of behaviour that we expect at the Academy. A copy of the class code is also sent home with each child, so that they can be discussed with parents/carers. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time', if appropriate.

At Kedington Primary Academy, we expect every member of the Academy community to behave in a considerate way towards others. We treat all children fairly and apply this policy in a consistent way, regardless of gender, age, ability, ethnic background or religious beliefs.

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 academy community.

At Kedington Primary Academy, we reward good behaviour as we believe that this develops an ethos of kindness and co-operation and builds self-esteem. This policy is designed to promote good behaviour rather than merely deter anti-social behaviour.

### **Rewards and punishments**

At Kedington Primary Academy, we believe that high standards of behaviour and discipline are best achieved by promoting and praising good behaviour. We do this in a variety of ways:

- teachers congratulate children and bring the attention of other children to the good behaviour;
- teachers may award stickers and/or 'I am pleased with.....' cards for effort and good achievement;
- teachers will record positive comments on work and / or use an appropriate 'stamp'; comments will usually be related to the learning objective of the lesson;
- after a particularly laudable act or piece of work, the child may show or report it to the Headteacher or Deputy Headteacher;
- teachers give children house points for positive work and positive behaviour; a trophy is awarded to the winning team during the last 'Family Assembly' of the summer term;
- each week we nominate up to three children from each class to be in the 'Gold Book'. Entire classes can be awarded a Gold certificate, for such things as exemplary behaviour during an Academy visit. Certificates are awarded during 'Family Assembly', held each Friday morning;
- sports and swimming certificates are awarded during the weekly 'Family Assembly';
- each class has a regular opportunity to lead a 'Family Assembly' where they are able to show examples of their best learning. Opportunities to share excellence are valued throughout the Academy community;
- one child from each class, is awarded a book token for personal excellence during the final term of the year;
- Weekly a Building Learning Power assembly is held, that celebrates the positive learning behaviour and achievements of each class.

The Academy acknowledges all the efforts and achievements of children, both in and out of the Academy. Achievements out of the Academy are regularly recognised and acknowledged during assemblies.

At Kedington Primary Academy we employ a number of sanctions to support the school rules, and to ensure a safe and positive learning environment. In order to ensure a consistent and fair approach, the Academy's behaviour ladder is followed which grades negative behaviour from one to four, stating the consequences. The aim of this ladder is to make it clear to the children that positive learning behaviour will be praised, whilst behaviour that impacts on the safety, wellbeing or learning of others will be addressed by the class teacher. If the behaviour is more serious, or is persistent in nature, it will be referred to the Headteacher or Deputy Headteacher. In all cases parents and carers will be informed by the class teacher, either face to face or via the child's learning log. When necessary the Headteacher or Deputy Headteacher will contact parents and carers direct. (See Appendix 1)

When an incident needs to be referred to the Headteacher or Deputy Headteacher, an incident report form is completed (see Appendix 2). These reports are kept on file to see if there is a pattern in negative behaviour so that support can be given when needed. On occasions, a child may be placed on report (See Appendix 3) to monitor behaviour more closely and to encourage a positive dialogue between home and the Academy. The behaviour is always separated from the child and every effort is made to move forward and support the child. All incidents of racism and homophobia are recorded and dealt with according to the procedures set out in the 'Equality Policy'.

If a programme of behaviour management is necessary, a 'Personal Behaviour Plan' will be drawn up for the child, in consultation between the class teacher, SENCO and the child's parents. This may include a Personal Behaviour Contract agreed between the child, parents and the Academy. Outside agencies may be consulted if appropriate. This plan will be reviewed and updated on a regular basis, at least half termly. The Personal Behaviour Plan is reviewed and updated each week with the child. (See Appendix 4)

Kedington Primary Academy 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. Please refer to the Academy's 'Anti-Bullying Policy'.

Kedington Primary Academy acknowledges the school's legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with special educational needs.

All members of staff at Kedington Primary Academy are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. The Academy has a separate policy outlining its procedures for 'Restraint'.

### **The role of Academy staff**

It is the responsibility of teachers, teaching assistants, Mid-Day Supervisors and all other adults employed in the Academy to ensure that the Academy rules and this policy are enforced consistently and that the children behave in a responsible manner. We treat all children with respect and understanding.

All teachers and other staff in our Academy 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.

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, in accordance with the behaviour ladder. However, if misbehaviour continues, the class teacher seeks help and advice from the Headteacher or Deputy Headteacher. Details of the incident will be recorded in the Academy's Behaviour Report File.

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 the education social worker or Local Authority behaviour support service.

The class teacher reports to parents about the progress of each child in their class, in line with Academy policy. The class teacher will also contact a parent/carer without delay if there are concerns about the behaviour or welfare of a child. The class teacher is responsible for the writing, implementation and monitoring of 'Personal Behaviour Contracts' and 'Individual Behaviour Plans', in consultation with the SENCO.

### **The role of the Headteacher**

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the Behaviour and Discipline policy consistently throughout the Academy, 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 at the Academy.

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 keeps records of all reported serious incidents of misbehaviour.

The Headteacher 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 Headteacher may permanently exclude a child. Both these actions are only taken after the governors have been notified.

### **The role of parents**

At Kedington Primary Academy, we aim to work collaboratively with parents and carers, so children receive consistent messages about how to behave at home and at the Academy.

We explain the Academy rules in the prospectus, and we expect parents to read these and support them. A summary of this Behaviour and Discipline Policy is sent home with each child when they join the Academy. At the beginning of every academic year, the new class code is sent home that has been written collaboratively by the class teacher and children.

We expect parents and carers to support their child's learning, and to co-operate with the Academy as set out in our 'Home/Academy Agreement'. We try to build a supportive dialogue between the home and the Academy, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the Academy has to use reasonable sanctions to punish a child, parents should support the actions of the Academy. 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 Deputy Headteacher; if this does not resolve the issue, they should contact the Headteacher and in line with our complaints procedure if they are unhappy with the resolution, they must contact the Chair of Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented as outlined in the Academy's 'Complaints Policy'.

### **The role of governors**

The governing body has a duty under S175 Education Act 2002 that requires them to make arrangements to ensure their functions are carried out with a view to safeguarding and promoting the welfare of children. It has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors have delegated the responsibility for behaviour and discipline to the Headteacher and support the Headteacher in carrying out these guidelines.

### **Fixed-term and permanent exclusions**

Only the Headteacher (or the Acting Headteacher) has the power to exclude a pupil from the Academy. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one academic 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.

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.

The Headteacher informs the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The governing body has an 'Appeals' committee, which considers any exclusion appeals on behalf of the governors.

When the Appeals committee meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and consider whether the pupil should be reinstated. These meetings are clerked by a person appointed by the Local Authority.

If the governors' Appeals committee decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

### **Monitoring**

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.

The Academy keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher and Deputy Headteacher record those incidents where a child is sent to him/her on account of negative behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors inform the class teacher of any incident and the class teacher will then record the incident, or inform the Headteacher or Deputy Headteacher, as appropriate.

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

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the policy is administered fairly and consistently.

### **Review**

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 on how the policy might be improved. This policy should be read in conjunction with the academy's prospectus as well as policies and documents relating to:

Anti-Bullying

Child Protection (Safeguarding Children)

Use of Restraint

Health and Safety

Complaints

Home / Academy Agreement

## Appendix 1

## Kedington Primary Academy Behaviour Ladder

Stage	Adult Sanction	Class Consequence	Lunch Consequence
<b>0</b>	<b>PRAISE / REWARDS - 'Going for Gold'</b>		
<b>1</b>	<b>Verbal Warning 2</b>	Name on board / moved to amber.	Move child to another table.
<b>2</b>	<b>Verbal Warning 3</b>	Moved to red, lose 5 minutes of next break. Record in Learning Log and / or informal discussion parents	Lose 5 minutes lunch play. Inform class teacher who will record it in Learning Log or discuss with parents
<b>3</b>	<b>Timeout (up to 15 minutes) Outside of classroom / staffroom</b>	Lose part of Discovery Time. Parents - phone call / face to face discussion. <b>Incident report</b> completed and handed to DH or HT.	Separated from peers to eat and sat outside staffroom once lunch eaten. Inform class teacher who will complete <b>incident report</b> and hand to DH or HT. Class teacher calls parent / face to face discussion.
<b>4</b>	<b>Deputy Headteacher informed</b>	Discovery Time lost that week. Class teacher contacts parent and a short-term behaviour plan is set out, signed and agreed by parent, child and class teacher. Deputy Headteacher or Headteacher informed. <b>Incident report</b> completed / updated and handed to DH or HT.	Lunch separate from peers for a number of days at the discretion of DH. Sat outside staffroom once eaten. <b>Incident report</b> completed / updated and handed to DH or HT Parents informed and short-term lunch-time plan agreed with parent, child and class teacher.
<b>5</b>	<b>Meet with Deputy Headteacher</b>	<b>Incident report</b> completed / updated and handed to DH or HT. Deputy Head contacts parent. On report to Deputy Head for 3 days. Behaviour plan revisited.	<b>Incident report</b> completed / updated and handed to DH or HT. On report to Deputy Head for 3 days. Lunchtime behaviour plan revisited.
<b>6</b>	<b>Meet with Headteacher</b>	<b>Incident report</b> completed / updated and handed to DH or HT. 1 day internal exclusion @ Head's office. Headteacher contacts and meets parents inc discussing possibility of fixed term exclusion. Headteacher informs Chair of the Governing Body as they are not a member of the Pupil Discipline Committee. On report to Headteacher for 1 week.	<b>Incident report</b> completed / updated and handed to DH or HT. Lunchtime internal exclusion for the week Headteacher contacts and meets parents inc discussing possibility of fixed term exclusion. Headteacher informs Chair of the Governing Body as they are not a member of the Pupil Discipline Committee. On report to Headteacher for 1 week.

Rewards for appropriate behaviour
<ul style="list-style-type: none"> <li>• verbal praise</li> <li>• body language signs,</li> <li>• (a smile, thumbs-up, a nod etc.)</li> <li>• praise specific to the child and which is directed to a rule</li> <li>• house points or class reward</li> <li>• whole class rewards</li> <li>• Sharing good work or positive behaviour with Headteacher or Deputy Headteacher</li> <li>• giving a special responsibility</li> <li>• consideration for the Gold Book</li> <li>• informing parents</li> <li>• lunchtime awards</li> <li>• Discovery Time</li> <li>• end of year report with good comments on behaviour and learning attitude</li> </ul> <p style="text-align: center;"><u>To be revisited as a class every half term</u></p> <p style="text-align: center;"><b>Behaviours are age appropriate and dealt with accordingly.</b></p>

Graded incidences of behaviour		Order of sanctions (These should be linked to the specific incident / behaviour)
<b>0</b>	<b>Children on task</b>	
<b>1</b>	<b>Dependent on frequency</b>	Behaviours including:- - deliberate time wasting - swinging on chair - flicking objects - repeated calling out/talking - avoiding completing tasks set - distracting others from their learning - rough / inappropriate play - being unkind to others
<b>2</b>		Behaviours including:- - deliberate time wasting - swinging on chair - flicking objects - repeated calling out/talking - avoiding completing tasks set - distracting others from their learning - rough / inappropriate play - being unkind to others
<b>3</b>		Behaviours including:- - Continuous low level disruption - lack of respect to adults and peers, including maliciousness comments - damaging property
<b>4</b>	Behaviours including:- - refusal to comply (ignoring an adult) - answering back - spitting - swearing at another person - fighting	<b>All behaviour from level 3 onwards will be recorded on a incident report form</b>
<b>5</b>	Behaviours including:- - deliberate vandalism - racism - stealing - premeditated violence - putting other children in danger -bullying (i.e. malicious name calling, physically or mentally intimidating others, racist or homophobic comments)	
<b>6</b>	<b>See Stage 5</b>	
<b>6</b>	<b>See Stage 5</b>	
		<b>Verbal Warning 2</b> - clear explanation of consequence (choices) - name on the board - eye contact - body language - stop and wait <b>Repeated</b> behaviour at this level - move to <b>Verbal Warning 3</b>
		<b>Verbal Warning 3</b> <b>Repeated</b> behaviour at this level - move to <b>Stage 3 Timeout.</b>
		<b>Stage 3 Timeout</b> If a child reaches Stage 3 more than once in a week, move to <b>Stage 4</b>
		<b>Stage 4 - Deputy Headteacher informed</b> If a child reaches Stage 4 more than twice in a half-term move to <b>Stage 5 - Meet with Deputy Headteacher</b>
		<b>Stage 5 - Meet with Deputy Headteacher</b> If a child reaches Stage 5 more than once, move to <b>Stage 6 - Meet with Headteacher</b>
		<b>Stage 6 - Meet with Headteacher</b> If a child reaches Stage 6 more than once, Headteacher to consider fixed-term exclusion

**Kedington Primary Academy Behaviour Incident Report**

DATE:	DAY:
TIME:	DURATION:
NAME & ROLE:	SIGNATURE:

**NAME OF PUPIL:**

**NAME(S) OF OTHER PUPIL(S) WHO WERE INVOLVED:**

**INCIDENT:**

INTENSITY (please ring):            LOW /    MEDIUM /    HIGH

BEHAVIOUR LADDER STAGE:

**A**NTECEDENT  
What was happening immediately before the incident?

**B**EHAVIOUR  
What happened?

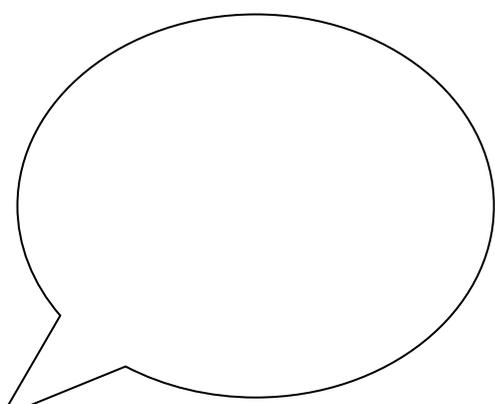
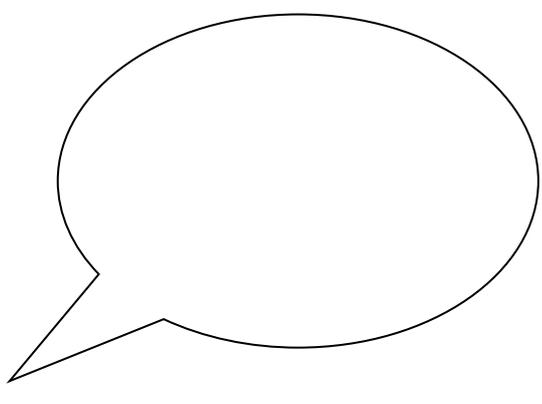
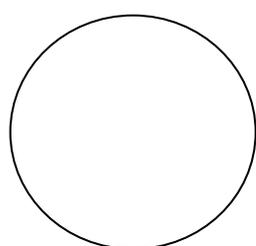
**C**ONSEQUENCE  
What was the pupil told would happen and how did they react?

**LEADERSHIP TEAM RESPONSE:**

SIGNED BY HT/DH:	DATE:
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### Appendix 3 - On Report Format

Name:	Date
<b>What went well this morning in class?</b>	Are there things you would like to change or ways you could improve your learning behaviour?
<u>Morning Play</u>	
<u>Lunchtime Play</u>	
<b>What went well this afternoon?</b>	Are there things you would like to change or ways you could improve your learning behaviour?

<b>Class teacher ...</b>	<b>Parents/Carers ...</b>
	
<b><u>Child feels ...</u></b> 	

## Appendix 4

### Personal Behaviour Plan

Name:		Class:		Date:	
How does.....behave?		What will.....do? Targets:		What will happen when ..... behaves well?	

	1. I will remember to:		2. I will remember to:		3. I will remember to:		4. I will remember to:	
	Morning	Afternoon	Morning	Afternoon	Morning	Afternoon	Morning	Afternoon
MONDAY								
TUESDAY								
WEDNESDAY								
THURSDAY								
FRIDAY								

I agree that I will try my hardest to learn and behave in a way that helps me become a more powerful learner. I will follow the academy rules and use my Building Learning Powers muscles to help make Kedington Primary Academy, a fun and safe place to learn.

SIGNED.....

- ☺ If I have achieved my target (.....super, well done!)
- ☹ If I have tried hard but needed some help (...keep trying! Use your stickability!)
- ☹ If I have struggled to follow my targets (...think about what you are doing)

