



<b>Policy</b>	<b>Behaviour and Discipline Policy 2020/21</b>
<b>Author/Person Responsible</b>	MS H Porter
<b>Date of Ratification</b>	November 2020
<b>Review Group</b>	<i>Quality of Education KFPS</i>
<b>Ratification Group</b>	<i>Quality of Education KFPS</i>
<b>Review Frequency</b>	<i>Annually</i>
<b>Review Date</b>	<i>September 2021</i>
<b>Previous Review Amendments/Notes</b>	
<b>Related Policies</b>	<i>Anti-Bullying Charges, Voluntary Contributions and Remissions Policy Racial Equality Safeguarding Policy incorporating Child Protection SEND and Inclusion</i>
<b>Chair of Governors Signature</b>	



## Equality Impact Assessment (EIA) Part 1: EIA Screening

<b>Policies, Procedures or Practices:</b>		<b>DATE:</b>	
<b>EIA CARRIED OUT BY:</b>		<b>EIA APPROVED BY:</b>	A Said

### Groups that may be affected:

<b>Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)</b>	Existing or potential adverse impact	Existing or potential for a positive impact
<b>Age</b> (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		
<b>Disability</b> (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		Reasonable adjustments support all children
<b>Gender reassignment</b> (transsexual)		
<b>Marriage and civil partnership</b>		
<b>Pregnancy and maternity</b>		
<b>Racial groups</b> (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		
<b>Religion or belief</b> (practices of worship, religious or cultural observance, including non-belief)		
<b>Sex</b> (male, female)		
<b>Sexual orientation</b> (gay, lesbian, bisexual; actual or perceived)		

Any adverse impacts are explored in a Full Impact Assessment.



## **Distribution List**

- **Full Governing Body**
  - Ratification at Full Governing Body
  
- **Internal**
  - Kings' Forest School Web Site, Staff Meeting,  
Stored on school office drive
  
- **Paper Copies**
  - Head teacher's office
  - Front Office
  
- **Internet Copies**

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## **Behaviour and Discipline Policy 2019/20**

Abbreviations: DfE (Department for Education), EYFS (Early Years Foundation Stage), LA (Local Authority), LBS (Lunch Break Supervisors), SEN (Special Educational Needs) SLT (Senior Leadership Team); UNCRC (Convention on the rights of a child)

## **Aspire, Believe, Explore, Achieve**

### **Rationale**

At Kings' Forest Primary School we believe that our school community is built on positive relationships. We aim to provide an environment where every child can receive the best possible education and feel safe, secure and happy, irrespective of gender, disability, and ethnicity, social, cultural or religious background. It is the primary aim of Kings' Forest Primary School that every member of the school community feels valued and respected, and that each person is treated fairly and equally so that people can work together to create a safe, inspiring and respectful environment.

The policy aims to help children to become positive, responsible and increasingly independent members of our community. It will be applied consistently and fairly. This policy is underpinned by the Guidance for School Exclusion (DfE, 2017) and the Equalities Act 2010.

This policy has been written using the school governors' Statement of Behaviour Principles, and should be read in conjunction with the following policies:-

- Anti-Bullying
- Equalities
- Safeguarding Policy Incorporating Child Protection
- SEND and Inclusion

In applying this policy, we set boundaries that enable:

- Every child to feel listened to and respected, **(Article 13, UNCRC)**
- Everyone to have a right to an opinion and be equally respected, **(Article 13, UNCRC)**
- Everyone to be aware of their UNICEF Rights,
- Consistent use of rewards and sanctions to create equality and fairness,
- Every lesson to be taught effectively by removing any disturbances, promoting a positive, respectful and collaborative approach to learning, **(Article 28 and 29, UNCRC)**
- Resilient, reflective and collaborative learners,

### **U.N. Convention on the Rights of a Child**

We have adopted this as a school in order to create safe & inspiring place to learn, where children's **rights** are respected, their talents are nurtured & they are able to thrive.

- **Can exercise their right to be protected from being hurt or badly treated (Article 19, UNCRC)**
- **Can exercise their right to education which tries to develop their personality and abilities as much as possible and encourages them to respect other people's rights and values and to respect the environment (Article 28 and 29, UNCRC)**
- **Can exercise their right to play and relax by doing things like sports, music and drama (Article 31, UNCRC)**
- **Can exercise their right to express their thoughts and opinions and to access all kinds of information (Article 13 UNRC)**

### **SEN**

We are an inclusive school and aim to provide equal opportunities for all groups of children, including those with diverse needs. Where possible the response to a child's behaviour should not prevent the child from accessing learning, nor should



the child's behaviour prevent others from learning. Where appropriate, 'reasonable adjustments' to the implementation of this policy will be made to allow for specific individual needs. These will be reviewed at regular SEN review meetings with the parents and teacher and SENCO if appropriate.

## **Core Values**

Kings' Forest Primary School has a clear vision for children to 'aspire, believe, explore achieve' and has four core values to underpin this vision and promote positive behaviours. At Kings' Forest Primary School, children are supported to:

- Be kind
- Be positive
- Be respectful
- Be responsible

## **General principles for behaviour management**

We believe in creating a positive and respectful environment. One that follows the following principles:

- Consistently high expectations
- Set routines that the children understand
- Clear instructions on how to behave in different situations
- Consistent and calm adult messages
- Silent signals to get a child back on task
- Repairing the mistake quickly and privately to allow them to succeed

## **Rewards and celebration**

The staff at Kings' Forest Primary School recognise that positive encouragement and rewards promote good behaviours in pupils and help to raise self-esteem. Wherever possible it is our intention to promote positive behaviour through the public and private recognition of what is good. Wherever appropriate, children's best efforts will be celebrated through display and performance; setting an example to others, recognising individual effort and setting a standard.

The list below sets out how this can be achieved:

- Recognition note uploaded to Class Dojo
- Send great learning to other staff members for reward or praise.
- Raffle tickets for the weekly prize and Pride of Kings' Forest
- Weekly reward 'hot chocolate' for excellent behaviour



## Forest Hill Partnership

- “I thought you’d like to know” notes sent home
- Stickers given as a daily reward
- Team points and termly house cup



### **In class reward structure:**

We have linked our class reward structure and school values to enable more children to feel valued and praise those who exemplify the right learning behaviours, values and routines consistently. To enable this process to take place, children will receive a sunshine sticker and have their name written on a recognition board daily in class. They will then also have Recognition Note uploaded to Class Dojo so they can share their success at home/or “I thought you’d like to know” note placed in school planner.

### **Raffle tickets**

All adults within the school will reward above and beyond behaviour by giving a child a raffle ticket. These behaviours will be linked to our school values. All tickets are then placed in a class box and the raffle ticket will be drawn by the class teacher and the winner will have a choice of a prize in their assembly that week.

### **Pride of Kings’ Forest Assembly**

Each week, one pupil from each class will be celebrated in a special assembly for excellent learning and/or demonstrating one of our core values. Parents will be invited to attend so they can watch their child get presented with their certificate and hear why they have been chosen.

During the Covid restrictions, Class Dojo will be used. Unfortunately, parents will not be able to attend but every child will have a photograph taken and this will be added to their profile, with a description of why they have been awarded the Pride certificate.

### **Headteacher’s Tea Party**

Each week one pupil from each class will be rewarded with the opportunity to have a hot chocolate on a Friday afternoon to celebrate above and beyond behaviour. During the Covid restrictions, hot chocolate will be delivered to the chosen children in class.

### **Stickers**

Stickers will be used in school to celebrate learning and behaviours that go above and beyond. Members of the leadership team will reward stickers for excellent pieces of work and any adult in the school can recognise a child to for their behaviours linked to our school values



**Sanctions**

There may be occasions where a child finds it difficult to keep to our school values and therefore prevents other children from learning due to the disruption of their learning time. In these cases, appropriate sanctions will be applied. All adults will follow the below behaviour management techniques linked to the Paul Dix Better Behaviours Project. Our priority is to follow techniques that enable children to continue to learn.

<b>Sanctions</b>	<b>Detail</b>
<b>Verbal reminder</b>	Should a child start to make the wrong choice, and their behaviour falls short of one or more of our core values, they will be given a verbal reminder.
<b>Repair</b>	A child will be given a brief 'repair' conversation to discuss our school values and how to exemplify them. This is also their warning.
<b>Time Out</b>	<p>If a child continues to repeat those behaviours, following a warning, they will be sent for reflection to another class This is to enable learning to still continue for both the child and the class they have disrupted. A text message will be sent home to inform parents/carers that there is something that needs to be discussed further with the child at home.</p> <p>The text message will state:</p> <p>Following a warning, _____ has had time out of class today for disrupting learning. Can you please discuss this with ____ at home. Thank you. Headteacher.</p> <p>The child will also complete a reflection sheet which will then be used to have a restorative conversation with the member of staff leading the lesson. The purpose of this is to rebuild the teacher/pupil professional relationship and try to guide the pupil to reflect on what happened and offer alternative resolutions in order to prevent the pupil from repeating the behaviour.</p> <p>They will miss that session in class and their next break time to complete the reflection and so all learning can still continue.</p> <p>During Covid restrictions, children will be sent to a member of the leadership team to complete their learning in that session.</p>



<b>SLT</b>	<p>Repeated behaviours, after following the above behaviour management strategies, will result in a child being sent to see a member of the leadership team.</p> <p>Also, a single act of poor behaviour can result in a child being asked to see a member of SLT:</p> <ul style="list-style-type: none"> <li>• Offensive language at another person</li> <li>• Serious aggression</li> <li>• Defiance</li> </ul>
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### **Sanctions during play times**

All adults during play will follow the same behaviour management techniques. If a child repeatedly shows behaviours that fall below our school values or displays a single act of poor behaviour they will be sent to a member of the leadership team. This is to allow the child to reflect and then be taken back to class to start the learning in the next session. They will miss the following play time. A text message will be sent home stating:

“During play time, \_\_\_\_\_ has displayed behaviours that fall below our school values. They will miss their next play time. Can you please discuss this with \_\_\_\_ at home. Thank you. Headteacher.”

### **The role of parents/carers**

Parents have a very important part to play in their children’s education. It is important for children receive consistent messages about how to behave at home and in school linked with our school values. If you would like any help with this, please contact the school office.

When a child falls below our school values a text message system is used to ensure that a parent will receive clear communication the day this incident has taken place. A text message will allow a parent and child to reflect honestly at home together.

If parents or carers have any concerns about the way their child has been treated, they should initially contact the class teacher through the office. If the concern remains, they should contact the Headteacher. If their concerns remain, the governing body can be contacted via the school office. The SLT team will retain records, monitor behaviour patterns and incidents and will work together with the parent/carer of the child.

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

We do not wish to exclude any child from school but sometimes this may be necessary. Kings’ Forest Primary School has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called ‘Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units’ (DfE, 2015).

In addition:

- Only the Headteacher (or the acting headteacher) (or the Deputy Headteacher in their absence) has the power to exclude a pupil from school. The governing body authorises the headteacher to use their judgement as to whether an exclusion is justified and as to the length of the exclusion. 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 fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the headteacher excludes a pupil, he/she will inform the parents/carers immediately, giving the reasons for the exclusion. At the same time, the headteacher will make it clear to the parents/carers that they can, if they wish, appeal against the decision to the governing body and how this should be done.
- The headteacher will inform the LA and 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 will provide a discipline committee made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents/carers and the LA, and consider whether the pupil should be reinstated.
- If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

Children can only be excluded from school when:

1. There has been a serious breach of this Behaviour and Discipline Policy.  
Examples of a serious breach are:
  - racial/homophobic abuse;
  - extreme verbal abuse directed at another;
  - physical violence;
  - taking themselves off site;
  - repeated verbal/physical abuse/bullying;



- persistent disruption to the learning of others;
- defiance;
- deliberately bringing into school items which could endanger others;
- sexual harassment or violence.

*(This list illustrates examples of a serious breach, but is not exhaustive).*

2. Other disciplinary sanctions have already been tried and poor behaviour has continued.
3. Allowing the pupil to remain in school would seriously harm the education or welfare of others in the school.

We aim to involve parents at all stages, throughout the process.

### **Bullying**

Kings' Forest Primary School takes the act of bullying very seriously. Parents and children are encouraged to report any episodes where they feel bullying may have taken place to either a staff member or the headteacher, where guidelines contained in the Anti-Bullying Policy will be followed. Any incidence of bullying will be recorded in accordance with guidelines in the aforementioned policy. We take into account the Equality Act and of our duty not to discriminate against pupils for any reason.

### **Racial Harassment**

Similar considerations apply to any reports of racial harassment (see Racial Equality policy). It is made clear to the children that this type of behaviour is unacceptable and will not be tolerated. Sanctions will follow the guidelines contained in the Anti-Bullying Policy. The deliberate use of racially offensive language will be considered as a serious breach of this policy.

### **The use of reasonable force to control or restrain a pupil**

Staff at Kings' Forest Primary School will never use force as a punishment. However, there may be a rare occasion when the use of reasonable force to guide, escort or restrain a pupil may be called for. Where possible more than one adult will be present. The Education and Inspections Act 2006 states that staff can use reasonable force to prevent pupils:

- committing any offence;
- causing personal injury to, or damage to the property of any person (including the pupil him/herself);
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise;



- where a child's behaviour is known to place them or others at risk, a positive handling plan will be drawn up and discussed and agreed with the parent.

Staff will report any such incidents to the headteacher, record incident and inform parents.

### **Screening and Searching Pupils**

The headteacher has the right to search pupils and their property for any dangerous items including stolen/mislaid property. Searches will always be carried out by the headteacher, in the headteacher's office, or in a room in the admin corridor, well away from classrooms; there must always be another member of staff present. Any dangerous items including stolen/mislaid property which are found in such a search must be stored in a locked cupboard or the school safe. Parents or carers of the child must then be asked to collect the item, unless the headteacher feels it is necessary to retain it as part of further investigations.

### **Allegations against staff accused of misconduct**

Any allegations against staff will be taken seriously. Pupils and parents are encouraged to report any concerns to the headteacher where guidelines in the Safeguarding Policy Incorporating Child Protection and the DfE publication; 'Dealing with Allegations of Abuse against Teachers and Other Staff' will be followed. Staff members will not automatically be suspended following an accusation of misconduct pending an investigation.

If an allegation against a member of staff is determined to be unfounded or malicious, the headteacher should refer the matter to the LA children's social care to determine whether the child concerned is in need of services, or may have been abused by someone else. In the event that an allegation is shown to have been deliberately invented or malicious, the headteacher should consider whether any disciplinary action is appropriate against the pupil who made it, or the police should be asked to consider whether any action might be appropriate against the person responsible, including if he or she was not a pupil.

### **Reviewing**

The governing body will review this policy every 3 years. They may however, review this policy earlier if the government introduces new regulations, or if they receive recommendations on how the policy may be improved.

## **APPENDIX A**



## **Staged Approach to Behaviour which is Causing Concern or Severe/Extreme Behaviour**

Stage 1 – Where behaviour is causing concern: Behaviour is monitored by class teacher and senior leaders. Parents and child are informed of the specific concerns and reminded of the expectation of the school. Behaviour will be reviewed after six weeks or sooner if behaviour continues to escalate. A decision is made to remove the child from stage 1 or escalate to stage 2. Parents and child are informed.

Stage 2 – The school SENCO is informed and a EHAP may be considered if the school believes a multi-agency approach is required. An individual behaviour plan is planned, written and shared with child and parents. The school's Family Support worker may become involved. The behaviour plan will be reviewed after 6 weeks or sooner if behaviour continues to escalate. A decision will be made to remove child from Stage 2 and step down to Stage 1 or escalate to Stage 3.

Stage 3 – A EHAP will be started if parents/carers give consent. This will support a multi-agency approach and set actions for child, parents and school. Multi-agencies may include some of the following professionals: Behaviour/Inclusion Support, Educational Psychologist, Family/Young Person Support Worker (FYPS), Paediatrician or other medical professionals, Expertise from Pathways Learning Centre; Referral to High Risk Group. A request for a statutory assessment for an Education Health Care Plan may be made. Behaviour will be reviewed every six weeks or sooner if behaviour continues to escalate. A decision will be made to step down to Stage 2 or Stage 1. Continual breaches or a single serious breach may result in escalation to Stage 4 or Stage 5.

Stage 4 – Fixed term exclusion will be used in response to continual breaches or a single breach which involves severe/extreme behaviour. Stage 3 support will be continued. Parents informed that further breaches of the behaviour policy may result in permanent exclusion, escalation to Stage 5. Alternative provision or a managed move may be considered before permanent exclusion. The child may be discussed at High Risk Group.

Stage 5 – Permanent exclusion: parents have a right to appeal.