

# Kingston St Mary Church of England Primary School



## Pupil Behaviour & Discipline Policy

At Kingston St Mary C of E 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 gender, disability, ethnicity, social, cultural or religious background.

On entry to our school all pupils and parents are encouraged to sign up to our Home/School Agreement. This outlines expectations from all of us that ensure we are able to work together in partnership to promote positive behaviour.

### Aims

We believe that good behaviour creates a better climate for learning. By reinforcing good behaviour and discouraging poor behaviour we aim to foster in each child the ability to determine right from wrong and encourage them to grow in independent thought and judgement. Through the school curriculum we teach, values and attitudes as well as knowledge and skills to promote responsible behaviour, self-discipline and respect for self, others, property and the world around us. We will treat all children fairly and apply this policy in a consistent way.

We aim to create a community where all its members feel valued and respected; the building of relationships is paramount to providing a safe, happy and secure environment in which children can grow, live and work to become positive, responsible and independent members of our school.

We will create an environment that is stimulating and enriching in which effective learning and teaching can take place.

These aims are closely linked to our Vision & Values:

### VISION

Our vision is for every child to achieve their emotional, physical and academic potential with an understanding of how to be good citizens of the wider world.

### VALUES

- **Kindness**
- **Respect**
- **Responsibility**
- **Resilience**

### We have four simple school rules:

- ❖ To make sure we are safe by telling an adult where we are going and if we are worried or unhappy.
- ❖ To walk calmly and quietly in school.
- ❖ To be respectful and look after the school, the people and the things in it.
- ❖ To be kind and helpful to everyone with our words and actions.

In addition to these rules, each class has its own classroom code which is agreed by the children and displayed in the classroom. It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time. Class teachers have high expectations of the children's behaviour and they strive to ensure that all children work to the best of their ability.

The rules are discussed with pupils as part of the Personal, Social, Health and Emotional curriculum and during our 'Values' assemblies. We expect all members of our community to become familiar with these rules and apply the values to their daily life.

## **Guidance for staff**

One of the most powerful determinants of a child's behaviour is a positive adult role model.

We believe that **positive reinforcement** of good behaviour is more effective than negative punishments. Although there are agreed sanctions for children who misbehave, encouragement of good behaviour is far more important. Staff should praise children who behave in a polite, helpful, considerate and sensible manner. Verbal feedback on behaviour is given a high priority around the school and during off-site visits. Good behaviour and positive attitudes should be discussed during PSHE lessons, circle times and daily collective worship.

A well-managed and well planned environment not only stimulates the learner but reduces the prospect of potential problems. Staff should ensure that all learning activities are well planned, organised and resourced, as this will help the child to know what is expected of them. Classes that have well-organised and prepared lessons and take into account the full range of learning abilities, tend to have few discipline problems. A calm, controlled learning environment is conducive to positive learning and helps to give the child a feeling of security and confidence. The climate for learning, in or out of the classroom, can promote good behaviour.

All children should be treated with sensitivity to maintain and raise self-esteem. Comments made to a child should focus on the positive and be made positively and constructively. Where disapproval is used, it should focus on the behaviour rather than the child.

Staff should, where practicable, take time to explain the reasons for a child being asked to do something. The child should be listened to and spoken to calmly. There should never be the intention to belittle or demean.

Every effort should be made to diffuse potential problems before they arise. This may be done by discussion, good organisation, consultation and similar strategies.

Every care should be taken to demonstrate respect and care for people and property.

Behaviour such as bullying, rudeness, fighting and swearing is never acceptable and should be dealt with when encountered.

The school will work with the child's parents/carers to help modify poor behaviour through approaches that are applied consistently at home and school.

Any behaviour that requires investigation must be recorded on a Behaviour/Incident Recording Sheet (Appendix 5) and shared with the headteacher. Minor incidences will be recorded in the Cohort Diary to allow staff to build a picture of any persistent behaviour patterns and raise concerns with parents and the leadership team at an early stage.

## **Rewards & Sanctions**

Clear Rewards and Sanctions Charts (Appendices 2, 3 & 4) are displayed in each classroom and teaching room in the school.

### **Rewarding Good Behaviour**

In addition to the points mentioned we reward good behaviour by:

- A quiet word or smile of acknowledgement.
- Written comment on a child's work.
- Public praise.
- Visit to another member of staff, including the Head Teacher.
- Informing parent/carers by letter or verbally.
- Work displayed in class or around the school.
- Giving house points.

### **Core Christian Value Certificates and Superstar Awards**

**Core Christian Value Certificate** will be awarded each week (Kindness, Respect, Responsibility and Resilience). All members of staff are invited to award these certificates.

**Superstar Certificates** will be awarded to one pupil in each class each week for displaying all four Core Christian Values.

### **Dealing with Unacceptable Behaviour**

Each child needs to learn the consequences of their own actions and take responsibility for the way in which they behave.

If an adult is confident that a child has an understanding of the 'School Rules' and is able to differentiate between right and wrong, yet behaves in a way that is unacceptable, it will be necessary to use sanctions as a deterrent. The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. Inappropriate behaviour is categorised as Low, Medium, High and Extreme. *See Appendix 1 for examples of these behaviour categories.*

#### **Low & Medium Level Behaviour**

Low & Medium Level Behaviour in the classroom will be dealt with by the class teacher through the loss of some of the child's play and lunchtime. Teachers will use their professional judgement in determining the length of time lost.

Low & Medium Level Behaviour at play and lunchtime will be dealt with by staff on duty.

First incident, the child should be reminded of what is appropriate behaviour.

Second incident, the child will result in the child being given 5 minute Reflection Time with the adult on duty. After the five minutes the adult should ask the child to reflect on what they have done and what they need to do differently.

Third incident, the child must spend the remainder of the break/lunchtime with the member of staff.

These incidences may be recorded in the Cohort Diary

#### **High Level Behaviour**

Incidences of High Level behaviour in the classroom will result in the child being removed from the classroom to isolation with the Headteacher or Senior Teacher. If a child refuses to leave the classroom, the rest of the class will be removed. This will be followed by lunchtime isolation. If they occur during play or lunchtime the child will be brought inside and stay in isolation, the period of which will be determined by the severity of the incident.

These incidences will be recorded on a Behaviour/Incident Recording Sheet and entered in the Behaviour Log (Appendices 5 & 6). Parents will be notified by the class teacher or headteacher of any incidences of behaviour resulting in isolation. If a child receives three isolations, a letter will be sent to parents requesting a meeting with the Headteacher to discuss working together to improve behaviour.

#### **Extreme Behaviour**

Extreme Behaviours will result in isolation during lesson and break and lunchtimes. Extreme behaviour may result in fixed term or permanent exclusion. Exclusion will be used as a result of all other interventions being applied and failing and the pupil continuing to display extreme behaviours, especially when the safety of members of the school community is threatened.

#### **Refer to our Exclusion Policy**

Once a child has been placed on the Special Needs Register the school will use a graduated response, which recognises there is a continuum of need with regards to behaviour. Additional support will be provided within the school involving the use of positive target strategies e.g. reward systems, behaviour targets, social skills work with the school's Emotional Literacy Support Assistant (ELSA) and where appropriate 1:1 support.

A Personal Support Plan will be drawn up for those children who persist in displaying extreme behaviour where prior strategies have not yet been effective. At this stage there will be increased parent/carer involvement and multi-agency support services to plan and regularly review Personal Support Plans.

Advice and assistance for the school and pupil and parents will be sought from other professionals e.g. Social Emotion & Mental Health Advisor, and the Education Psychologist; Parent & Family Support Assistant (PFSA) the child will be placed on the Special Needs Register.

### **The Role of Parents/Carers**

Parents/carers have a vital role to play in their children's education. The school works collaboratively with parents/carers, so children receive consistent messages about how to behave at home and at school. We explain the rules in the Home/School Agreement, and we expect parents/carers to read these and support them.

We expect parents/carers to support their child's learning, and to cooperate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents/carers immediately if we have concerns about their child's welfare or behaviour.

### **The Role of Governors**

The governors have set the Principles of Behaviour Statement, and have endorsed this policy as being in line with those principles. With the help of the Head Teacher, they will review it every two years. Together, they will ensure that the policy is administered fairly and consistently. 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 Head Teacher in carrying out these guidelines.

This Policy is linked to:

Exclusion Policy

Child Protection & Safeguarding Policy



**In developing this policy we have given due regard to our duties under the 2010 Equalities Act.**

Next review due June 2026

Behaviour Level	Examples of Behaviours	Sanctions
<b>LOW</b>	Not listening / paying attention Time Wasting Low Level Disruption: <i>Fiddling that distracts self and others</i> <i>Talking when not allowed</i>	<b>Low &amp; Medium Level Behaviour</b> Low & Medium Level Behaviour in the classroom will be dealt with by the class teacher through the loss of some of the child's play and lunchtime. Teachers will use their professional judgement in determining the length of time lost.  Low & Medium Level Behaviour at play and lunchtime will be dealt with by staff on duty.
<b>MEDIUM</b>	Persistent displays of Low Level Behaviours Persistent Calling Out On-going Disruption Lack of Effort in Work Disturbing the learning of others Name Calling Play-fighting Talking when an adult is talking Breaking school equipment, e.g. pencils, rulers	First incident, the child should be reminded of what is appropriate behaviour. Second incident, the child will result in the child being given 5 minute Reflection Time with the adult on duty. After the five minutes the adult should ask the child to reflect on what they have done and what they need to do differently. Third incident, the child must spend the remainder of the break/lunchtime with the member of staff.
<b>HIGH</b>	Persistent display of Medium Level Behaviours Bullying Rudeness to adults, not responding to instructions/arguing Fighting Spitting Bad language and swearing Vandalising School Property Theft Dangerous activities – including putting self at risk, e.g. climbing inappropriately Violent Behaviour towards peers and adults, e.g. kicking, hitting Throwing things	<b>High Level Behaviour</b> Incidences of High Level behaviour in the classroom will result in the child being removed from the classroom to spend time with the Headteacher or Senior Teacher. If a child refuses to leave the classroom, the rest of the class will be removed. This will be followed by lunchtime isolation. If they occur during play or lunchtime the child will be brought inside and stay in isolation, the period of which will be determined by the severity of the incident.  These incidences will be recorded in Behaviour Log. Parents will be notified of any incidences of behaviour resulting in isolation.  A letter will be sent to parents if a child receives three isolations, requesting a meeting with the Headteacher to discuss working together to improve behaviour.
<b>EXTREME</b>	Persistent incidences of High Level Behaviours	<b>Extreme Behaviour</b> Extreme Behaviours will result in isolation during lesson and break/lunchtimes. Extreme behaviour may result in fixed term or permanent exclusion. Exclusion will be used as a result of all other interventions being applied and failing and the pupil continuing to display extreme behaviours, especially those which threaten the safety of members of the school community.



# Behaviour Rewards & Sanctions Chart

 <b>Good Behaviour Rewards</b> 	
<b>Praise</b>	<b>Stickers</b>
<b>Core Values Certificate</b>	<b>Superstar Award</b>
<b>Head Teacher Sticker</b>	<b>Mentioned in Newsletter</b>
<b>Parents Informed</b>	
<b>Whole Class Rewards</b>	

Appendix 3

Kingston St Mary C of E Primary School



# Behaviour Rewards & Sanctions Chart



## Low & Medium Behaviour Sanctions



### Low Level Behaviour

#### Examples

Not listening  
Time Wasting  
Not Paying Attention  
Low Level Disruption:  
Fiddling that distracts self and others  
Talking when not allowed

### Medium Level Behaviour

#### Examples

Persistent Calling Out  
On-going Disruption  
Lack of Effort in Work  
Disturbing the learning of others  
Name Calling  
Play-fighting  
Talking when an adult is talking

### During Lessons:

Loss of some of play and/or lunchtime – time spent with class teacher

### During Play and Lunchtimes:

Dealt with by staff on duty:

First Incident - reminded of what is appropriate behaviour.

Second Incident - 5 minute Reflection Time with the adult on duty.

Third Incident - spend the remainder of the break/lunchtime with the member of staff.



# Behaviour Rewards & Sanctions Chart



## High & Extreme Behaviour Sanctions



### High Level Behaviour

Examples include:

Rudeness to adults - not responding to instructions or arguing with an adult  
Fighting  
Spitting  
Bad language and swearing  
Vandalising School Property  
Throwing things  
Theft  
Dangerous activities – including putting self at risk by e.g. climbing inappropriately  
Violent Behaviour towards peers and adults, e.g. kicking, hitting  
Bullying

### Isolation with the Headteacher

Period of Isolation will be determined by the severity and frequency of the incident.

Isolation could extend to lesson times as well as break & lunchtimes.

Incidences will be recorded in Behaviour Log.

Parents will be notified.

Three isolations will result in a letter being sent to parents.

### Extreme Behaviour

Persistent incidences of High Level Behaviours

Extended Isolation  
Individualised Plan

## *Behaviour / Incident Recording Sheet*

<b>Date:</b>	<b>Time:</b>	<b>Place:</b>
<b>Child/Children Involved:</b>		
<b>Adult witnessing/dealing with incident:</b>		
<b>Details of Incident:</b>		
<i>Continue on reverse if needed</i>		
<b>Response by Adult</b>		
<b>Information shared with:</b>		
<b>Follow up actions/sanctions:</b>		



