



South Kilworth Church of England Primary School



Behaviour and Discipline Policy

*Plant your roots in Christ, be strong in your faith and be
Grateful.*

Colossians 2:7

'Tall Oaks from Little Acorns Grow.'

Vision Statement

To nurture children in our school family, to grow into kind, considerate, knowledgeable citizens within our rural community.

Rooted in Christian values, children have high aspirations, faith in themselves and respect for others.

Policy Aims: To promote good behaviour which reflects our Christian values in the way children treat each other and view the world.

- Promote good behaviour, self-discipline and respect;
- Provide a calm and caring ethos, where learning is valued by pupils, staff and parents
- Apply all rules fairly and positively and follow procedures consistently, rewarding good behaviour and challenging unacceptable behaviour
- Prevent bullying (See Anti bullying policy)
- Regulate the conduct of pupils.

Staff are expected to:

- Establish and maintain clear and consistent expectations and boundaries
- Show respect and promote positive behaviour
- Discuss with children when and how they could have made more positive choices when something goes wrong
- Encourage self-motivation and independence
- Promote self-esteem and self-respect in pupils
- Celebrate their children's efforts and achievement

- Maintain well organised learning environment and appropriately challenging or supportive learning opportunities
- Respect children and listen to their views without discrimination
- Model high standards of presentation, respect and learning behaviours
- Adhere to anti-bullying and behaviour and discipline procedures

Pupils are expected to:

- Show respect to staff, each other and their learning environment
- Promote the good reputation of the school in the community, bearing in mind that the code of conduct applies to and from school and on all activities that take place off site
- Adhere to anti-bullying procedures and report all incidents of bullying to a staff member

Parents are expected to:

- Support the school's behaviour policy by talking regularly to their child/children about behaviour in school and accepting the use of sanctions where appropriate
- Encourage respect for their child's school, staff and their child's classmates
- Show respect and support for the school's Anti Bullying policies
- Keep the school informed about any issues that arise that might affect their child's work or behaviour

Children have the right to:

- Be treated fairly and equally and involved in creating their own classroom rules
- A teacher who will provide them with consistent positive encouragement to motivate them to behave
- Know what behaviours will help them to succeed in the school

Teachers have the right and responsibility to:

- Establish rules that clearly define the limits of acceptable and unacceptable behaviour
- Teach the pupils to follow these rules in school
- Ask for support from the parents concerning their child's behaviour.
- Ask for support from the Senior Management Team to help them deal with the more challenging pupils.
- We praise in public, we reprimand in private

School Code of Conduct – To keep everybody safe and happy

Choose Kindness

Choose respect

Do your best

Step up and take part

Rewards & Sanctions

Rewards

Positive reinforcement of good behaviour in the form of praise and encouragement is preferable to sanctions. We praise and reward children for good behaviour, work, learning and attitude in a variety of ways; for example:

- Verbal praise from staff and peers
- Notes home for star of the day
- Pupil's work is displayed around school
- Children sent to Executive Headteacher or Head of School to show their work
- Certificates are given in a Celebration Assembly for their behaviour or attitude to work.
- Lunchtimes – appropriate behaviour is rewarded with stickers.
- Whole class treats, decided on by the children, when their marble jar is filled.
- Class rewards to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school. These can take the form of stickers, marbles and classes prizes.
- Termly class trophies
- End of year trophies
- Other achievements are shared in whole school assemblies on a regular basis, e.g. sporting success, out-of-school achievements.

Sanctions (further details in appendix 1)

Stage 1 Reminder of expectations

Stage 2 Time out in class (away from the group or if outside to stay with an adult)

Stage 3 Time in – missing playtime (Children complete a reflection sheet)

Stage 4 Persistent stage 3 behaviour – pupil sent to SLT/discussion with parents

- Stage 5 Persistent stage 4 behaviour fixed term exclusion -
- Stage 6 repeated stage 5 behaviour permanent exclusion

Exclusion

If a child's behavior shows no improvement after all available options to the school have been used and all other procedures followed, then a child will be excluded for a fixed term.

A child will also receive fixed term exclusion if the incident in the opinion of the Executive Headteacher is serious enough for the child to be immediately excluded without prior strategies being employed. Examples of this include physical violence to a member of staff or pupil or extensive vandalism to school property. The period of exclusion to be determined by the Executive Headteacher on an individual basis.

Monitoring and review

The Senior Leadership team monitors the effectiveness of this policy on a regular basis. They also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. Behaviour incidents are recorded in Arbor.

Signed:

Date:

Review Date: May 2023
Next Review: May 2024
Co-coordinator: Senior Leadership Team
Governor Link: Safeguarding

Appendix 1	Examples of behaviour	Possible Sanctions	Comments
Stage 1 Reminder	Swinging on chair Interrupting/calling out Losing concentration Running inside the school building Being in the wrong place at the wrong time (e.g. Inside the school during play time) Ignoring instructions Silly noises Pushing in line	Verbal reminder.	Often praising good behaviour (e.g. 'Thank you to all of you who are walking along the corridor sensibly.') has a positive effect on those not behaving.
Stage 2 Time Out	Persistent stage 1 behaviour Rudeness Affecting other pupil's learning Inappropriate remark to other pupils Minor challenge to authority Damaging school/pupil's property Leaving class without permission Harmful/offensive name calling	Time out. Missing 2-5 minutes of the lesson (This will provide a quiet reflection time).	Incidents to be recorded in class book Head teacher to check the incident book regularly and speak to work with persistent offenders.
Stage 3 Time In	Persistent stage 2 behaviour Throwing objects with intent to harm Harming someone Continued or more serious cheek/challenge to authority Stealing Repeated refusal to do set task Highly offensive remarks to children	Time in. Missing 5/10 minutes of the next available break time. The child will be asked to complete a reflection sheet in a quiet place.	
Stage 4	Persistent stage 3 behaviour Bullying	Head teacher informed	Situation to be monitored by

	<p>Fighting Racism Violence Very serious challenge to authority Leaving the school without permission Possession of weapons Possession of drugs or alcohol Intoxication</p>	<p>Meeting with parents</p>	<p>teachers and Head Teacher</p>
<p>Stage 5</p>	<p>Persistent stage 4 behaviour Persistent verbal abuse to a member of staff Physical abuse to any member of staff/adult Malicious physical assault on another pupil</p>	<p>Exclusion for morning or afternoon to include a lunchtime – fixed period Exclusion for a fixed term Exclusion for a fixed term</p>	
<p>Stage 6</p>	<p>Repeated stage 5 behaviour</p>	<p>Governor disciplinary sub-committee convened. Permanent exclusion from the school</p>	