

Pupil Behaviour and Discipline

We believe this policy relates to the following legislation:

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2024'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

We have a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is annually reviewed, made available to all stakeholders and is consistent throughout the school.

We believe that we promote good behaviour by creating a happy caring school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour.

We encourage pupils to achieve in a learning environment where self-discipline is promoted and good behaviour is the norm. Any form of low-level misbehaviour during lessons is not accepted as we believe pupils will achieve their full potential in a happy, stimulating and ordered school environment.

We strongly endorse the banning of all forms of corporal punishment which has been defined as 'the use of physical force causing pain, but not wounds, as a means of discipline'.

We are aware that we have the right to use reasonable force to control or restrain pupils in order to prevent personal injury, damage to property or the prevention of a criminal offence being committed but not as a means of disciplining pupils.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We aim to be judged at least good in all school inspections by ensuring that standards for all pupils are higher than schools of a similar size and that standards continue to improve faster than the national trend.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To create an ethos that makes everyone in the school community feel valued and respected.
- To promote good behaviour by forging sound working relationships with everyone involved with the school.
- To promote self-discipline and proper regard for authority among pupils.
- To prevent all forms of bullying by encouraging good behaviour and respect for others which is in line with the school Values policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibilities

Role of Governing Body

The Governing Body has:

- the duty to set the framework of the school's policy on pupil discipline after consultation with the parents and pupils of the school;
- responsibility to ensure that the school complies with this policy;
- delegated powers and responsibilities to the Headteacher to ensure that school personnel and pupils are aware of this policy;
- delegated powers and responsibilities to the Headteacher to ensure all visitors to the school are aware of and comply with this policy;

- the duty to support the Headteacher and school personnel in maintaining high standards of behaviour;
- responsibility for ensuring that the school complies with all equality's legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

The Role of the Head Teacher

The Head Teacher will;

- determine the detail of the standard of behaviour that is acceptable to the school;
- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work hard with everyone in the school community to create an ethos that makes everyone feel valued and respected;
- promote good behaviour by forging sound working relationships with everyone involved with the school;
- encourage good behaviour and respect for others, in order to prevent all forms of bullying among pupils;
- ensure the health, safety and welfare of all children in the school;
- work closely with the link governor;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by analysing :
 - ☐ pupil attitudes to school and learning
 - ☐ the views of pupils, parents, school personnel and governors
 - ☐ the number of fixed-period and permanent exclusions
 - ☐ incident logs, rewards and sanctions
 - ☐ the number of reported cases of bullying
 - ☐ strategies to improve behaviour and discipline
- make effective use of relevant research and information to improve this policy;
- annually report to the Governing Body on the success and development of this policy

Role of Senior Mental Health Lead

The senior mental health lead will:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

Role of SENCO

The SENCO will:

- Collaborating with the governing board, headteacher and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Role of Nominated Governor

The Nominated Governor will:

- work closely with the Headteacher;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- attend training related to this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy

Role of School Personnel

School personnel are expected to:

- comply with all aspects of this policy
- encourage good behaviour and respect for others in pupils
- promote self-discipline amongst pupils;
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - o Greeting pupils in the morning/at the start of lessons
 - o Establishing clear routines

- o Communicating expectations of behaviour in ways other than verbally
 - o Highlighting and promoting good behaviour
 - o Concluding the day positively and starting the next day afresh
 - o Having a plan for dealing with low-level disruption
 - o Using positive reinforcement
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- deal appropriately with any unacceptable behaviour in class in the first instance
 - apply all rewards and sanctions fairly and consistently;
 - follow behaviour plans devised in consultation with the Pastoral Support Worker and SENDco or Deputy Head Teacher
 - discuss pupil behaviour and discipline regularly at staff meetings;
 - provide well planned, interesting and demanding lessons which will contribute to maintaining good discipline;
 - attend periodic training on behaviour management;
 - ensure the health and safety of the pupils in their care;
 - identify problems that may arise and offer solutions to the problem;
 - implement the school's equalities policy and schemes;
 - report and deal with all incidents of discrimination;
 - attend appropriate training sessions on equality;
 - report any concerns they have on any aspect of the school community
 - staff will always maintain professionalism and understand that there are always underlying reasons for inappropriate behaviour, that should be identified through confidential discussions with appropriate school colleagues and outside agencies;
 - behaviour should be discussed with children in an appropriate manner; never have discussions *about* a child in front of them.
 - Record all incidents of negative behaviour that result in a yellow cards or red cards on the schools monitoring system (CPOMS)

Role of Pupils

Pupils will:

- be aware of and comply with this policy
- be polite and well behaved at all times;
- show consideration to others;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- listen carefully to all instructions given by the teacher;
- treat others, their work and equipment with respect;
- to maintain both personal space and personal hygiene as instructed;
- co-sign and abide by the Home School Agreement;

Parents and Carers

Parents/carers are encouraged to:

- comply with this policy;
- to show an interest in their child's school life;
- to make children aware of appropriate behaviour in all situations. ;
- sign the school's 'Home-School Agreement'
- support school rules and sanctions
- to drop off and collect children promptly within the notified time frames.

Definitions

For the purposes of this policy, the school will define "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define "low-level unacceptable behaviour" as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness

- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

Staff induction, development and support

All new staff will be inducted clearly into the school’s behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil’s behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment

- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's SEMH Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

Encouraging Good Behaviour.

Rationale

All children should know the positive effects of good behaviour choices in school. These are that they feel happy and approved of by teachers and find it easier to make friends at playtime. In addition, they can concentrate on learning and can enjoy lessons and feeling successful in class too.

To support good choices the school follows a consistent pattern. Good choices are explained and children who are modeling it are verbally praised. This includes expectations such as lining up, not talking over adults when an adult is teaching/speaking, sharing toys and games, trying their best in class to complete work set, working sensibly with partners, being safe and kind.

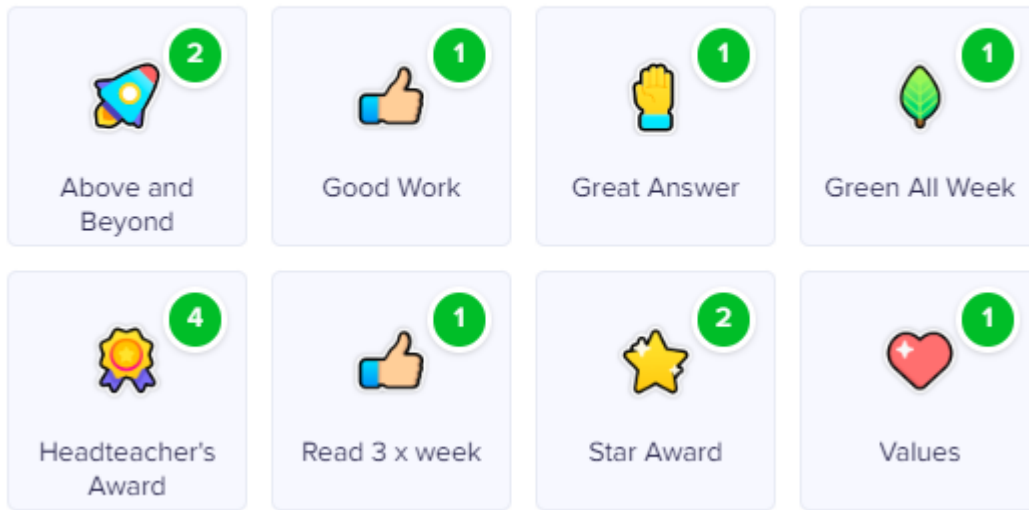
At Kingsmoor School we: -

- Make clear our expectations.
- Promote mutual respect and tolerance.
- Encourage children to take responsibility for their own actions and behaviour.
- Expect our children to listen to and follow adult instructions at all times.
- Set standards through good examples of behaviour.
- Praise good behaviour both privately and publicly.

To help encourage the children to make the right choices we use Class dojo[www.classdojo.com]. These points will be awarded by school staff as below: -

Positive

Needs work



Aggravations

All staff will spend a considerable amount of time explaining in child friendly language, the reasons why we must at all times listen to adults and follow the rules carefully.

Through experience we have found that it is the aggravations that are most difficult to respond to effectively. Having a clear set of procedures helps this process.

Aggravations may include: -

- Wandering (getting up from their chair)
- Ignoring instructions
- Calling out
- Failing to line up or return to line safely, quietly and quickly.

Responses are in the form of:

Warnings in class –this is a two-step approach starting with a visual reminder which will be a name or initials on display and will be accompanied by encouragement to comply. Conversations in break or outside the classroom may happen so the pupil can find the words to explain how they are feeling if there is something that is impacting on their behaviour. If the behaviour persists a blue warning card will be given.

Yellow Cards

If the behaviour does not alter then the teacher will issue a Yellow Card. This is recorded on the CPOMS.

If it is appropriate pupils will go to the classroom next door for 10 minutes to allow a behaviour choice reset.

Y1-Y2 will lose three minutes of break immediately following the card.

Y3-Y4 will lose five minutes of break immediately following the Yellow Card.

This will be timed to ensure that the sanction is proportionate but is consistently applied.

Parents will be informed via Class Dojo.

Red Cards

If a pupil gets a second yellow card in a day – this becomes a RED Card. It is recorded on CPOMS. The pupil will be given work for a period of time appropriate to their age out of their classroom. The class teacher will inform parents.

Y1-Y2 will lose ten minutes of Privilege time.

Y3 - Y4 will lose the break time immediately following the red card.

A red card will also be issued to any child in Y1-Y4 who receives three yellow cards in one week.

If more than one red card is issued within the same week, the time lost will increase (2 red cards will mean that children will lose twenty minutes of Privilege time).

Some behaviours warrant immediate Red Cards – as listed below in Serious Behaviour. Very Serious Behaviour will warrant an Immediate Internal Exclusion; these can only be issued by SLT/Pastoral Lead

Two Red Cards in a half term will lead to parents being invited in to discuss how both the school and parents can work together to help the child make the correct behaviour choices via a letter unless agreed otherwise by SLT/Pastoral Lead.

Serious behaviour includes

• Deliberately throwing or breaking property • Deliberate disruption of class teaching • Refusal in class to complete work set • Offensive abuse (including swearing) or challenges to authority • Bullying • Racism • Discrimination	Exclusion from class. Contact with parents. SLT/Pastoral Lead involvement. Formal warning entry in racist or bullying or peer on peer abuse log if appropriate.
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Very serious behaviour includes

• Leaving class without permission • Fighting and intentional physical harm to others. • Serious challenges to authority. – e.g.	Immediate involvement of SLT/Pastoral Lead. Telephone contact or meeting with parents & letter.
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repeated refusal to sit where told/refusal to comply with reasonable instruction • Verbal abuse to staff or other pupils • Stealing and vandalism. • Persistent bullying • Leaving school grounds without permission	Formal warning entry in racist or bullying or peer on peer abuse log if appropriate. Parents will be asked to home educate the child Fixed Term Exclusions and involvement of Central Bedfordshire services may apply
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Internal Exclusion

Internal Exclusions are longer periods of time out of class allowing a behaviour choice reset. Work will be arranged and pupils will have conversations with senior leaders to help them think about resetting their behaviour. Letters advising of Internal exclusions are sent home and parents and carers are encouraged to discuss any concerns with senior leaders and the class teacher.

Positive Incentives

If children have been green all week, they are rewarded with a Dojo Point.

When they have collected 50 Dojo Points they are awarded a bronze badge in celebration assembly.

They then move on to silver (100), then gold (175), then platinum (250).

The children begin at Bronze at the start of each academic year.

Children's work and contribution to school values are celebrated each week in Celebration Assembly. Children that have been recognised in assembly for showing the school values will be invited to join the head teacher fortnightly for lunch on a Monday lunchtime.

Outside Agencies

We have invaluable support for pupils who demonstrate persistent poor behaviour from the:

- educational psychologist;
- educational welfare officer;
- school health nurse
- Social Services

Behaviour sanctions adaptations

Pupils for whom the sanctions above are inappropriate.

Rationale: Some pupils have SEN or may have other circumstances affecting them in and out of school, which mean that sanctions applied as above may have the opposite effect of that intended; to encourage compliance and enable mainstream in class learning.

In such a situation, the SEND Assistant and Head Teacher will be in dialogue with parents and carers and the Class Teacher (and any other appropriate agencies or adults connected with the pupil), to make sure that everyone knows the situations which may trigger disruptive learning or violent outbursts. Pupils will have a series of targets and rewards of their own.

The targets and rewards will be personalised, individual and often in agreement with external professionals' advice. Where this is the case, the targets, rewards and expected outcomes will be written onto an Individual Education Plan (IEP) which will be shared with parents.

EY specific rules

- Unwanted behaviour such a low-level disruption = child's name or visual representation to be displayed
- If the low-level disruption continues or for more serious behaviour such as hurting a peer = thinking time within the classroom (age-appropriate time limit)
- If behaviour escalates = thinking time in a different location such as the neighbouring classroom.
- If the behaviour continues to escalate or for serious incidents = thinking time in the office with SLT to take place during a choosing time activity.

Parents/carers are notified for all sanctions verbally by the EY team during dismissal or via Class Dojo where this is not possible. Thinking times given outside of the child's main classroom are recorded on CPOMS.

Headteacher:	<i>C Jenkins</i>	Date:	12.12.24
Chair of Governing Body:	<i>T Diaper</i>	Date:	15.12.24