



Kenningtons Primary Academy

Behaviour & Discipline Policy

2024 - 2025

Date of Approval	15 th February 2024
Review Duration	1 Year
Date of Renewal	February 2025



Aims

The Governing Body believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. It seeks to create a caring, learning environment in the school by:

- promoting good behaviour
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- ensuring fairness of treatment for all
- encouraging consistency of response to both positive and negative behaviour
- promoting early intervention
- providing a safe environment free from disruption, violence, child-on-child abuse including bullying and any form of harassment
- ensure that pupils complete assigned work
- regulate the conduct of pupils
- encouraging a positive relationship with parents and carers to develop a shared approach, involving them in the implementation of the school's policy and associated procedures

This is written in line with the document: Behaviour in schools – Advice for Headteachers and School Staff (Department for Education) – September 2022.

My Hidden Chimp – The school has also adopted strategies from Professor Steve Peters work 'The Silent Guides'. The Chimp Management mind model is used to support pupils growing understandably of themselves and their behaviour.

This policy is written in conjunction with our Child Protection Policy.

Roles and responsibilities

The Governing Body established, in consultation with the Headteacher, staff and parents/carers, the policy for the promotion of good behaviour, which they regularly review. They ensure it is communicated to pupils and parents/carers, is non-discriminatory and that the school's expectations are clear. Governors support the school in maintaining high standards of behaviour.

The Headteacher is responsible for the school's policy and procedures, and may delegate aspects of its day-to-day implementation and management to a designated member of the school's leadership team. Support for staff faced with challenging behaviour is also an important responsibility of the Headteacher and Senior Leadership team.

All staff, including teachers, support staff and volunteers, are responsible for ensuring that the policy and procedures are followed, and are consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher and School Leadership team, for creating a high-quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.

Risk assessments are undertaken so that pupils may take part in activities safely.

The Investors in Pupils programme provides a pupil participation framework for schools. It is a concept to empower pupils, increase motivation and contribute to raising achievement. It is a framework for involving pupils in decision making, developing responsibility in their learning, behaviour, attendance, classroom management and induction. Pupils learn about how the school is run and in turn they learn how they can contribute to the running of the school. Pupils commit to common goals and teamwork by developing class mission statements and class targets. Personal targets encourage children to decide their own area for development in learning behaviour. They are responsible for reviewing their own targets and setting new goals.

Parents/Carers are expected to take responsibility for their own behaviour on or off the school site and will be made fully aware of the school policy, procedure and expectations.

Parents and Carers will be expected to support the school when reasonable sanctions have been used and will promote positive behaviour at home in order to have continuity between home/school.

Pupils also have a responsibility to ensure that incidents of disruption, poor behaviour, bullying and any form of harassment are reported. Children are encouraged to take responsibility and to develop self-discipline.

They will respect and care for others. They will listen and learn to together, resolving disputes positively. They will adhere to the school rules and be aware of their own emotions and actions, and take responsibility for these.

Procedures

The procedures arising from this policy are developed by the Headteacher in consultation with the staff. The procedures will make clear to the pupils how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, pupils and parents/carers. The procedures will be consistently and fairly applied and promote the professional responsibility of every member of the school towards the whole community.

Rewards

A school ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping

pupils to realise that good behaviour is valued. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups. The learning zones, and related stickers, are used to reward appropriate learning behaviours. In addition, pupils receive merits and work towards earning Bronze, Silver and Gold merits which result in an end of year reward. There are regular prize giving assemblies when achievements and progress are celebrated including ten behaviours rewards.

Sanctions

Sanctions are needed to respond to inappropriate behaviour both in and outside of school and include:

- Missing time from next play – payback of time
- Community Respect
- Loss of privileges e.g. representing the school in sport
- Letters to Parents/Carers
- Verbal contact home with Parents/Carers
- Meeting arranged with Staff and Parent/Carers
- Discussion with Parents/Carers and planned intervention
- Isolation
- Suspension
- Permanent Exclusion

A range of sanctions are clearly defined in the procedures and their use will be characterised by clarity as to why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. Most sanctions may be implemented by all members of staff.

Only the Headteacher may suspend or permanently exclude a child, and the numbers of suspensions and permanent exclusions each term are reported to the Governing Body. The appropriate Local Authority Exclusion Notification procedure is followed if a pupil is excluded.

Children with identified Special Education Needs or a Pastoral Care Plan have their own individual sanctions, as appropriate.

Special Educational Needs and Disability (SEND)

The school will explore underlying SEND when dealing with children with social emotional and mental health needs and those who have had adverse childhood experiences or trauma.

Training

The Governing Body will ensure that appropriate high-quality training on all aspects of behaviour management and modification is provided to support the implementation of the policy. Many school staff are restraint trained using 'Positive Handling'.

The powers to use reasonable force

The term 'reasonable force' covers the broad range of actions used by most staff that involve a degree of physical contact with pupils.

The legal provisions regarding school discipline provides members of staff with the power to use 'reasonable force' to prevent pupils committing an offence, injuring themselves or others, damaging property and to maintain good order and discipline in the classroom.

This is in accordance with the Department for Education non-statutory advice "Use of Reasonable Force" document. It is intended to provide clarification on the use of force to help school staff feel more confident about using this power when they feel it is necessary and to make clear the responsibilities of head teachers and governing bodies in respect of this power (DfE, Use of reasonable force, July 2013). The advice is for school leaders and school staff in all schools in England and the document is **guidance only**.

Actions may include staff physically removing a pupil from a room if they have refused when instructed to do so, or maybe preventing a pupil from behaving in a way that disrupts a school event.

Kenningtons Primary Academy does not require parental consent to use reasonable force on a pupil.

We acknowledge our legal duty to make reasonable adjustments for disabled children or children with Special Educational Needs.

Power to search pupils without consent

In addition, the Headteacher and authorised staff can use such force as is reasonable given the circumstances to conduct a search for 'prohibited items' such as:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic items
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Inter-relationship with other school policies

In order for this policy to be effective, a clear relationship with other school policies, particularly equal opportunities, special educational needs and anti-bullying, has been established.

Involvement of outside agencies

The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of

external support available.

Pastoral Team

The Pastoral Manager and Emotional Wellbeing Team assist and encourage vulnerable pupils throughout the school day. Staff are supported with the implementation of Pastoral Care Plans, plans developed for pupils needing additional support to better manage their behaviour and emotions.

Appropriate interventions are provided to help ensure pupils, and their families receive the support they need as early as possible. Pupil interventions may include Socially Speaking, Lego Therapy, Yoga or referral to School's Counselling Service.


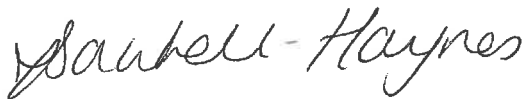
Bullying

Please see appropriate policy: Anti Bullying Policy.

Racism

Please see Equality Plan.

This Policy was reviewed by the Headteacher, approved by the Pupils, Admissions & Curriculum Committee and ratified by the Governing Body on a 1-year cycle. It must be signed and dated by the Chair of Governors and Headteacher and displayed on the Schools Website.

Signature of Chair of Governors:  Date: 15/2/24	Signature of Headteacher:  Date: 15/2/2024
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